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*Geredigeer vanuit die W. N. N. R., Pretoria*

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Inleidingsartikel (Opleiding vir Biblioteekwerkers) *R. F. M. Immelman*: 1 Historical Survey of the more Important Libraries in the Union of South Africa, *S. J. Kritsinger*: 2 South African Libraries in a World Perspective, *D. H. Varley*: 12 Libraries and South Africa's Educational System, *L. L. Boyd*: 19 Het die Plattelandse Biblioteek Opvoedkundige Funksies en Moontlikhede, *H. M. Robinson*: 22 Some Problems of a Multi-centred Library, *Herbert Coblans*: 31 Indexing South African Periodicals, *J. Blundell Brown*: 37 The Royal Society's Copyright Declaration: 40 Book Reviews: 42 The Chamber of Mines Library, Johannesburg, *Joyce Brawn*: 44 The Library at South African Pulp and Paper Industries, Ltd., *Margaret Argall*: 47 The Schools Department in the Public Library, *D. M. Turner*: 48

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DEEL 17

JULIE 1949

NO. 1

*"An historic work" . . . vide press*  
Foreword by Field Marshall  
J. C. SMUTS, K.C., etc.

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by

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# SUID-AFRIKAANSE BIBLIOTHEKE

*Die Offisiële Orgaan van die Suid-Afrikaanse Biblioteekvereniging*

Deel 17

Julie 1949

No. 1

## OPLEIDING VIR BIBLIOTHEEKWERKERS

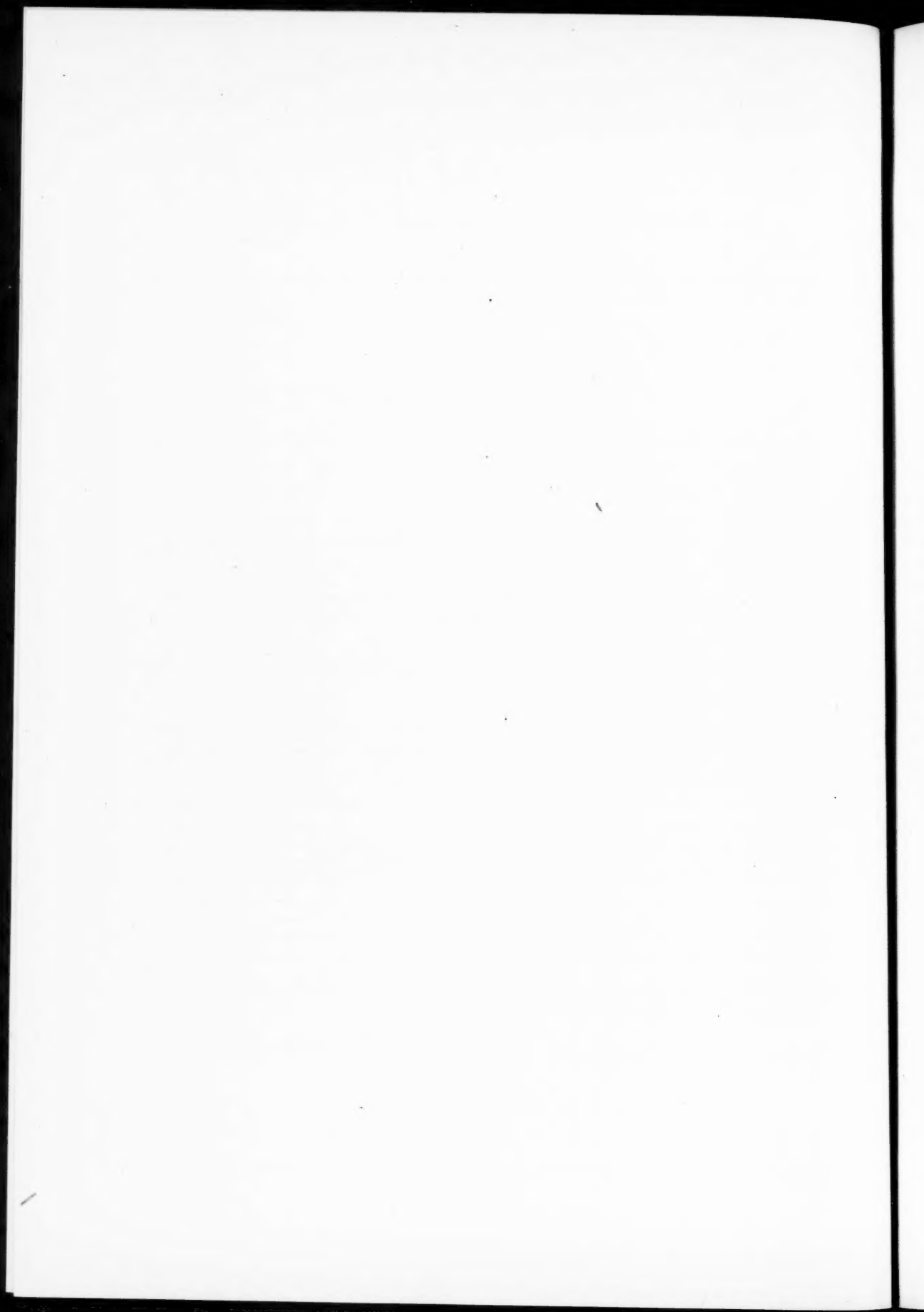
BIBLIOTHEEKWERK is nog maar 'n jong professie, veral in Suid-Afrika, dog dit begin al hoe belangriker word binne die algemene raamwerk van die volkslewe. Namate meer soorte biblioteke gestig word en bestaande biblioteke uitbrei, tref die benaming "bibliotekaris" meer dikwels die oog van die gewone burger.

Indien bibliotekarisse 'n definitiewe status wil verkry, moet hulle noodgedwonge besluit om sekere vereistes vir toetreding tot die professie en vir die opleiding van nuwelinge te stel. Biblioteekwerk sal nie as professie erken word sonder sodanige professionele vereistes nie en daarsonder sal aanstellings aan die willekeur van plaaslike komitees of liggame onderhewig wees. Salarisse sal gevolglik daaronder ly en onaantreklik bly. Om uitstaande manne en vroue tot die professie te lok, moet daar 'n waarborg wees dat biblioteekwerk 'n aantreklike loopbaan bied met vasgestelde besoldiging.

Dit ly geen twyfel dat biblioteekwerk in Suid-Afrika al hoe meer oor die afgelope 20 jaar in daardie rigting ontwikkel het nie : vandag kan daar met reg sprake wees van 'n biblioteek-professie, met erkende salarisskale. Maar ons moet sorgdra dat ons die hele professie nie laat ly omdat die professionele vereistes te laag gestel word nie. Biblioteek-opleiding moet ook nie geheel en al daarop gemik word slegs om die bibliotekaris van die klein bibliotekie op te lei nie. Intendeel, vandag begin dit al hoe duideliker word dat hoevel alle bibliotekarisse 'n minimum-opleiding nodig het, daar bowendien meer geleentheid moet wees vir gevorderde opleiding wat ook voorsiening maak vir 'n mate van spesialisasie volgens funksie en aard van 'n biblioteek. Biblioteke in staatsdepartemente, nywerhede en provinsiale administrasies bring dit as vanselfsprekend mee.

Dadelik ontstaan die vraag of ons nie meer gevorderde professionele opleiding moet verskaf nie ? Bied ons Finale eksamen genoeg geleentheid vir gevorderde studie om 'n kandidaat voor te berei vir 'n hoofbibliotekarisskap van 'n groot inrigting of streek ? Enige vérsiende bibliotekaris sal dadelik erken dat in die toekoms hoër eise aan kandidate vir sulke betrekkings gestel sal word. Dus moet die Suid-Afrikaanse Biblioteekvereniging die tyd vooruitloop en nou al sulke mense na die professie probeer lok en hul sodanige opleiding aanbied wat hulle in staat sal stel om oor 10 of 15 jaar bevoegde biblioteekleiers te word. Ons opleidingskema moet in die lig hersien word om sowel opvoedkundig as tegnies aan hoër eise te voldoen, en om meer geleentheid vir navorsing en ontleding in verband met biblioteekprobleme te bied.

R. F. M. IMMELMAN.





# HISTORICAL SURVEY OF THE MORE IMPORTANT LIBRARIES IN THE UNION OF SOUTH AFRICA

## XI. GRAHAMSTOWN AND KING WILLIAM'S TOWN PUBLIC LIBRARIES

*Compiled by S. J. KRITZINGER*<sup>1</sup>

### GRAHAMSTOWN PUBLIC LIBRARY

#### HISTORY

THE Grahamstown Library was established in 1842. Except for casual references there seems to be little early record of the library itself. The first available minutes are dated January 1878, and the annual report of the year 1877 is the "14th" report, revealing the fact that the first annual report must have been issued in 1864. For some years it was housed in what had been the Standard Bank, and from there in 1884 it was removed to occupy two rooms in the Town Offices by invitation of the Town Council. About this time there were some 290 members and 8,200 volumes in the Library. In 1888, under the Books Registry Act, Grahamstown was supplied with a copy of every publication issued in the Cape Colony, but after Union in 1910 this privilege was extended to the four big centres only. Between these years the library went ahead, for not only was the stock greatly increased, but some of the funds were better spared on more shelving, fittings and other requirements. In 1906 Mr Herdman introduced the Dewey System of Classification. By 1909 practically the whole library was classified and a card catalogue prepared. In 1916 there were 25,248 volumes in the Library. By 1920 the accommodation was too scanty and in that year the premises known as "Bayes Roller Mills" were purchased for a "new library". This building of stone and very fine old rafters was re-conditioned and occupied as the present library since November 1921.

Number of subscribers in 1920 :	403 ;	volumes	27,242
" " " " 1935 :	621 ;	"	33,532
" " " " 1948 :	848 ;	"	39,270.

The present Librarian is Miss E. A. Graham, B.A.

#### BOOK STOCK

The Library has approximately 39,000 books and 158 current periodicals are received. During 1948, 625 new books were added to the collection.

<sup>1</sup> Revised by the Librarians of the respective Libraries. See note in *S. Afr. Libr.* 13 (4) 79. Apr. 1946.

## SUID-AFRIKAANSE BIBLIOTHEKE

### FINANCIAL RESOURCES

The Library's total income during 1948 was £2167. 1s. 10d., consisting of a Provincial grant of £270, Municipal grant of £50 and subscriptions to the amount of £868. 13s. 10d. The sum of £281. 2s. 10d. was expended towards the purchase of books.

### MEMBERSHIP AND CIRCULATION

There are 834 members (721 adults and 113 juveniles). The total circulation (1948) was 81,337 volumes, consisting of 75,333 to adults and 6,004 to children.

### ACCOMMODATION AND RENT

The Library building comprises (1) the Main Room with Gallery. In the Main Room is the Lending Department, the public reading table, the children's table; (2) Reference Department; (3) Subscriber's Reading Room; (4) Librarian's Room; (5) File Room; (6) Small lobby or Cloak Room for Staff.

The Library pays rates to the amount of £29. 6s. 1d. to the local Municipality for water and three flats rented and £11. 15s. 0d. to the Divisional Council.

### STAFF ESTABLISHMENT

The present full-time European staff consists of:

*Librarian* (B.A.) . . . £200 p.a. and cost of living.

*First assistant* . . . Elementary Examination of the S.A.L.A. £133. 10s. 0d. p.a. and c.o.l.

Two other assistants . . . each £120 p.a.

(There are also two part-time assistants).

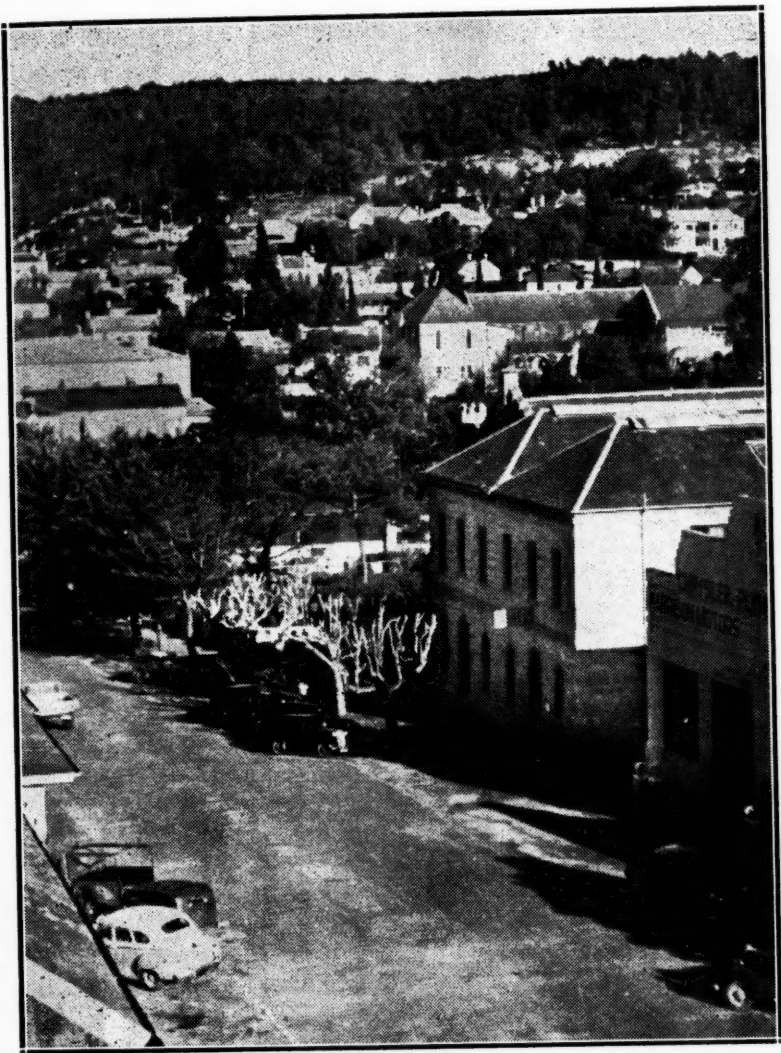
The Librarian and full-time assistants are entitled to 3 weeks on leave full pay. On a doctor's certificate sick leave is allowed and a substitute paid. Except for the annual three weeks leave, however, there is no regular rule and no superannuation privileges.

### CO-OPERATION

Notwithstanding the fact that it is a subscription library, under reasonable circumstances a volume would unhesitatingly be lent to any responsible librarian of a recognized library.

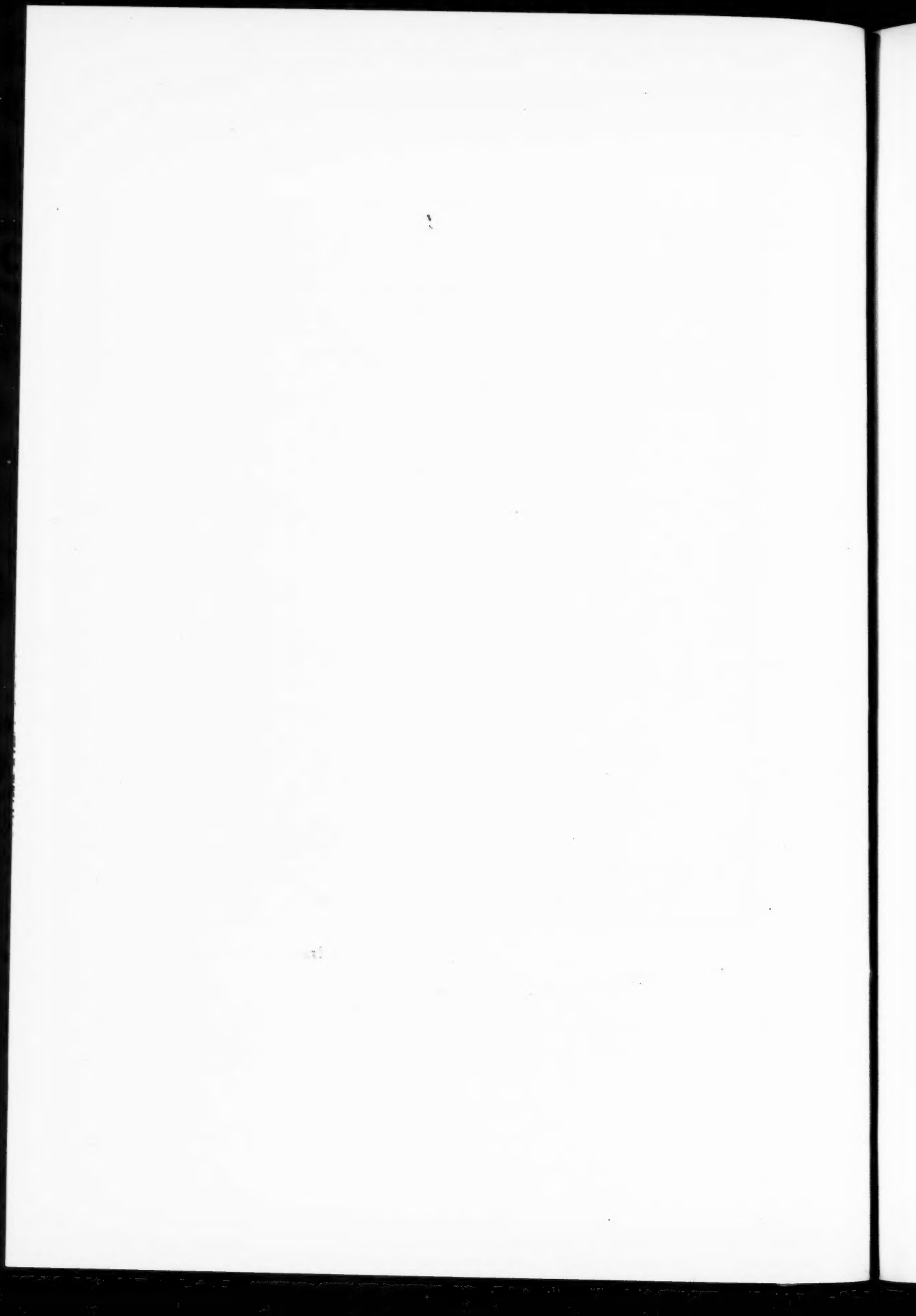
### SPECIAL SERVICES AND COLLECTIONS

The reference department is rather a special feature and it holds a fairly good Africana section. Books have been provided for a Children's Department for some



*Photo. from "Tales of a Library" by C. C. Wiles*

**PUBLIC LIBRARY, GRAHAMSTOWN**



## HISTORICAL SURVEY OF THE MORE IMPORTANT LIBRARIES

years, but no actual space had been allowed for a reading-table until 1934. It is hoped that more development in this direction will be possible in the future.

### BENEFACTIONS AND BENEFACTORS

Excluding the usual annual library income, no benefactions have been received, in spite of the fact that the Library is over 100 years old and is situated in a university town.

### BINDING

A consignment of some 200/300 volumes is sent overseas to the binders, Messrs Cedric Chivers, Bath, England, once a year. Last year about 200 volumes were rebound at a total cost of £50. 15s. 4d. The approximate cost per volume is 4s.

### LIBRARIANS<sup>1</sup>

1842-44 John Skirrow	1905-06 D.W. Herdman
1844-47 Hugh Barber	1906-09 S.B. Friend
1847-48 Rev. Alexander Hay	1910-21 W. Hammond Tooke
1848-51 G. Nicholson	1921-22 S. W. Collier
1851-63 John Eedes	1922-24 Barray May
1863-67 J. B. Walton	1924-28 Lancelot M. Harrison
1868-71 J. E. Surmon	1928-33 Lt. Col. P. E. Hale
1872-76 G. Greenlees	1934-43 Miss Florence Victoria Webster
1876-81 Miss E. Thorne	1943- Miss Elizabeth Agnes Graham.
1881-1905 William E. Norris.	

### SELECT BIBLIOGRAPHY

<i>Almanacs and Directories</i>	1831-1888
<i>Cape Frontier Times</i>	1841-1863
<i>Colonial Times</i> , Grahamstown	1840
<i>Echo</i> , Grahamstown	1840
<i>Grahamstown Journal</i>	1831-1882
Wiles, C. C. <i>Tale of a Library</i> (1827-1948)	Grahamstown
<i>Grocott and Sherry</i> , 1948.	39p.

<sup>1</sup> 1946 List of the past Librarians and some of the bibliography have been taken from Wiles, C.C. *Tale of Library* (see under select Bibliography).

## SUID-AFRIKAANSE BIBLIOTHEKE

### KING WILLIAM'S TOWN PUBLIC LIBRARY

#### HISTORY

The first library established in King William's Town during the sixties (1861) of the last century was located in the Wesleyan School room, Berkely Street. A few years later the library was removed to a room in the municipal buildings. This room being insufficient for the ever-growing requirements, application was made to the town council to build a reading room at the west end of the town hall, but the idea was abandoned on it being found that it would be impossible to raise money on the security of the ground granted by the corporation. The government was then appealed to and in October, 1875, a piece of ground near the public buildings was granted as a site for the present library. The main portion of the building was completed in 1877 at a cost, with accessories, of £2,500, of which amount £2,000 was borrowed. After the annexation of British Kaffraria (1865) an annual grant of £100 was received from the government and in 1876 the grant was doubled. In 1890 the government gave £200 for the purchase of books of reference, and subsequently voted £275 towards a new reading room, which was opened in 1896. In 1923 the government grant was reduced to £180 p.a. and during the years of depression to £135. The present annual Provincial grant is £180. The bond now stands at approx. £800, largely owing to the generosity of the British Kaffrarian Savings Bank, which voluntarily wrote off amounts from time to time. An indication of the progress made by the library may be gained from the following figures:—

1896 membership	209	Books issued	19,747
1935	" 379	" "	44,243
1948	" 718	" "	52,899

The present Librarian is Miss Norah Sweeney.

#### BOOK STOCK

Total number of books in all fields of knowledge: 24,296. Number of periodicals: 31. During the past year 531 books were added and 140 withdrawn.

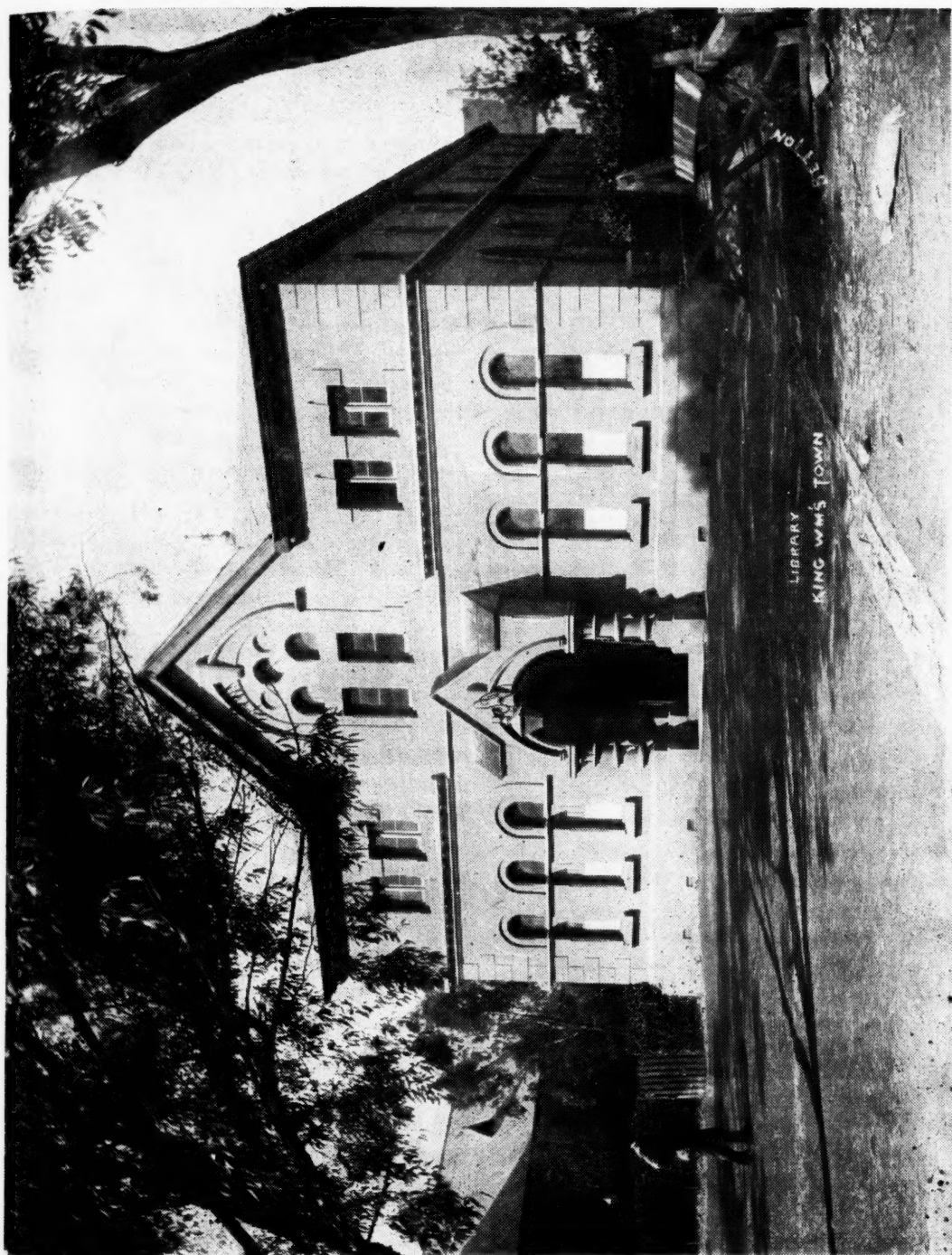
#### FINANCIAL RESOURCES

£215. 8s. 9d. was voted during the last year for the purchase of books. This money is derived from subscriptions (£610. 16s. 0d.) Municipal (£65) and Provincial grant (£180).

#### MEMBERSHIP AND CIRCULATION

The Library has a membership of 718 and 52,899 books were circulated during the last year. The European population of the town is approximately 6,000.





PUBLIC LIBRARY, KING WILLIAM'S TOWN



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## HISTORICAL SURVEY OF THE MORE IMPORTANT LIBRARIES

### ACCOMMODATION AND RENT

The Library has its own building, which, although not planned for present requirements, still serves its purpose satisfactorily. The annual rates paid amount to £77. 9s. 5d. and the interest on bond to £24 (previously rates were partially refunded).

### STAFF ESTABLISHMENT

The staff consists of :—

Librarian—Salary : £15—£20 per month plus c.o.l.

Assistant librarian—salary £7. 10s. 0d. to £10. 0s. 0d. per month plus c.o.l.

Assistant—£7. to £10. 0s. 0d. per month.

The Librarian receives one month's leave annually on full pay, and the assistants one month annually on full pay. Sick leave up to now has been granted on full pay. There are no superannuation privileges.

### CO-OPERATION

The Library does not practise inter-library loans. No books are issued to rural schools in the district.

### BENEFACTIONS AND BENEFACTORS

A total sum amounting to £700 has been received in the form of bequests. This includes a donation of £50 and £30 p.a. from the British Kaffrarian Savings Bank. Gifts of books have also been received.

### SPECIAL FEATURES

The African Section, containing 948 books, has some very valuable volumes—also a bequest of some 300 books made by Archdeacon Killds in 1891, which are all Africana and kept under lock and key. An interesting feature not found in many public libraries is the bound copies of the "London Illustrated", dating from 1845, also bound copies of "Punch" from 1916.

A children's Library containing 730 books is a new feature of the Library. This was carried out in 1944 when a room in the Library building was set aside for the sole use of Junior members.

### BINDING

In the past books were sent to Messrs Cedric Chivers Ltd., Bath, England, but this practice has been discontinued as the repairing of books is now done on the premises by the Assistant.

## SUID-AFRIKAANSE BIBLIOTEKE

### LIBRARIANS

- 1861-67 Mr J. O. Bate, Hon. Secretary, a bookseller and architect who was librarian in his office on the Market Square. Returned to England in 1867.
- 1867-68 Mr Thomas Daines who arrived from London as Dispenser at Grey Hospital in 1862. He was a dentist, music teacher, and an expert botanist.
- 1868-70 Mr Isaac Dyason. Number of books issued per month averaged 1,000.
- 1870-77 Mr Thomas Daines (second term of office). Died at King William's Town on 13th August, 1877.
- |                             |                      |
|-----------------------------|----------------------|
| 1877-98 Mr Alexander Duncan | 1938-40 Miss McCurdy |
| 1898-1924 Miss Vaughan      | 1940-42 Miss E. Fuhr |
| 1924-25 Miss Tupman         | 1943- Miss Sweeney   |
| 1925-38 Mrs Ormond          |                      |

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## The British National Bibliography

The Council of the British National Bibliography, appointed by the British Museum, The Publishers' Association, National Book League, The Royal Society, The Library Association, The Booksellers Association, The British Council, ASLIB and Unesco co-operating body for libraries, announces a weekly and annual classified catalogue of British books (with monthly author indexes) edited from the British Museum, to begin in January, 1950. The weekly list will record new books and new editions as they are received by the Copyright Office of the British Museum ; the entries will be classified by Dewey and fully catalogued according to the Anglo-American code. The lists will be printed on one side of the paper only to facilitate the cutting and pasting up of the entries. The Annual Volume will be in classified order, printed on both sides of the paper, and will have a cumulated Author Index. The Council announces that it regards this as only the beginning of its Central Cataloguing Service.

## SOUTH AFRICAN LIBRARIES IN A WORLD PERSPECTIVE

*Presidential Address*<sup>1</sup> by

D. H. VARLEY

At our Conference in Cape Town last year the agenda was carefully planned to give an all-round picture of the library scene in South Africa. It was generally agreed among those who were present at the Conference that the papers, ranging as they did from such basic subjects as the philosophy of librarianship to practical methods of serving our new reading public, were of a high order of interest, and in that belief they have been brought together as a symposium and published in brochure form.

This is the first time that our Association has resolved to project itself, so to speak, in this form, and members of the Association—both those who were present and those who were not—should need little encouragement to study for themselves the facts and implications in those thoughtful and thought-provoking addresses. They might almost be described as “required reading”; they supply information about our South African library activities which is badly needed both at home and abroad; and I speak for the outgoing Council in appealing to you to make their publication both a financial and professional success.

Last year the Presidential discourse took the form of a general introduction to the papers that followed. It was intended to be a survey, broad rather than deep, of the past, present and future of librarianship in this country: the kind of stock-taking one might indulge in from some imaginary balloon, high above veld and Karroo, yet tied to earth by an overwhelming awareness of the difficult country beneath. To-day I propose to take you for another aerial excursion, and to put before you some thoughts and impressions of a South African librarian abroad. Such thoughts must of their nature be subjective, but I hope that they will in more than one respect illuminate the familiar problems here at home. Let me then try to put South African libraries in a world perspective.

If I were asked to sum up in a phrase the prevailing mood in the library world of Western Europe to-day, it would be: constructive optimism. In contrast to the grim and sometimes fatalistic outlook of the publicists and politicians there is a buoyant spirit among the educationists, and the librarians among them, even in the countries that suffered most tragically during the hostilities. Indeed, it is in those countries most urgently in need of reconstruction that some of the most progressive work is being carried out.

<sup>1</sup> Read *in absentia* at the South African Library Association's Annual Conference in Durban in 1948.

## SOUTH AFRICAN LIBRARIES

It is almost impossible for us in South Africa fully to realize the extent to which library services were disrupted during those years. Not only were buildings and their contents destroyed—in France alone one-tenth of the existing public libraries were lost—but personnel was reduced and communications were interrupted not only between country and country, but between libraries in the same country. All types of library were affected, and in some cases—I am thinking particularly of the northern areas of Norway, which suffered the result of a “scorched earth” policy by the retiring German troops, reconstruction has had to be complete. Seen against that background our own problems, complex as some of them are, take on their true dimensions, and from the spirit in which European reconstruction is being tackled (notably in the smaller countries) we have much to learn.

It is, of course, impossible to lay down any system of library organization that is “best” for the world at large. Each country must take into account its own background, history and local conditions. Nevertheless it is perhaps a fair generalization to say that the idea of a public library service as it has developed in the Anglo-American countries—as indeed in Scandinavia—is to-day spreading even to those countries in which it is usual to say that the book is more important than the reader.

In France and Belgium, for instance, rate-supported community libraries were before the war the exception rather than the rule. According to an official survey the 40 million inhabitants of France were served in 1939 by scarcely 400 municipal libraries “worthy of the name”, and of those a quarter had fewer than 10,000 volumes each, and were open for only 4 to 5 hours each week. Readers in the country districts had no sources of book-supply, there was no inter-loan system, and the general picture, for the ordinary man, was even blacker than the one we have come to associate with ourselves in so-called “backward” South Africa.

All this in process of change. Thus in 1945 legislation was enacted in the French Assembly to provide for the establishment of a new Government agency, subject to the Minister of National Education, to be known as the *Direction des Bibliothèques de France et de la Lecture Publique*, provided with a separate budget, and charged with the task of setting up a number of regional areas, roughly corresponding to the administrative Departments. Each area was to have a regional bookstock and organization, and to be equipped with at least one travelling library or “bibliobus”. So far 17 Departments have set up regional schemes of this kind, with an embryo National Central Library in Paris, and more than 2 million people in those areas now have ready access to organized stocks of books. The service, which is under the general direction of M. Jules Cain, Director of the Bibliothèque Nationale, and a well-known scholarly librarian, is likely to develop throughout

## SOUTH AFRICAN LIBRARIES IN A WORLD PERSPECTIVE

France on much the same lines as the regional systems familiar to the younger countries of the world.

I have mentioned these developments in France, not because they have much to teach us in South Africa, where conditions are so different, but as an indication of the way in which library thought is tending in Western Europe to-day. In Scandinavia, from which we have more to learn, communal library services which have for many years served as models of their kind have developed even further in imaginative yet practical efficiency. In Denmark, for instance, where the population is comparatively small and compact, the folk-libraries have become part of the social landscape. More important still, the public libraries themselves have co-operated in setting up a Bibliographical Institute in Copenhagen which is well worth the attention of South African librarians. This Institute, known as the *Folkebibliotekernes Bibliografiske Kontor*, is mainly supported by a small levy from the public libraries of Denmark, and is administered under the supervision of the State Inspector of Public Libraries, who is, of course, a Government official. Its main function is to provide unit catalogue cards for all Danish publications, for distribution to participating libraries; to compile book-lists on all subjects likely to be of interest to libraries of all sizes; and to produce printed forms and stationery, and standardized by-laws, and publications on library topics, of which Carl Jorgensens book on recent Danish library buildings (*Danske Biblioteksbygninger*, 1946) is an outstanding example. This Bibliographical Institute is a comparatively recent development, and may serve as the prototype for countries which have similar national conditions.

But it is in Great Britain, perhaps, that the new spirit in librarianship is developing most rapidly. The Education Act of 1944, which will rank with the great reforming acts of the last century, has given library authorities an enviable opportunity of placing their public libraries where they should belong: as part and parcel of the living educational system of the day. Perhaps this is most noticeable on the county library systems, once the Cinderellas of the British library movement, but now moving into the forefront of the educational framework of the country. The fact that most of them are administered by education committees, or in close touch with them, has proved an advantage, for libraries in the new drive for continued education can develop as equal partners with a definite purpose to fulfil.

Moreover the war has shattered some at least of the parochialism which afflicted many urban libraries; and it is invigorating to watch the success of such co-operative projects as the Stock Specialization plan in London, by which individual libraries undertake to concentrate on agreed areas of their subject fields, and to pass on to other libraries their surplus stock on other subjects. Before the war such co-operative action was almost unthinkable; to-day it has become a matter of course. In the light of Dr. van der Riet's excellent paper on this subject



## SUID-AFRIKAANSE BIBLIOTHEKE

at our last Conference, these co-operative projects have particular bearing on our own library development, and I hope that it may before long be possible for this Association to take action along the lines that he then suggested.

There is in fact throughout Western Europe a marked tendency to break down real or imaginary barriers between types of library and librarian. The war has taught the bitter lesson that knowledge is indivisible, and that, although books as physical entities can be destroyed with comparative ease, means can be devised for this sharing of knowledge which at any rate partially discount the destruction. In this sense the war has vigorously stimulated processes such as micro-filming and offset-printing; and although it will be some time yet before the desperate need for educational and school texts in the war-devastated countries can be satisfied, the technical means of filling the gap are being constantly improved. In addition, systems of inter-loan of books within nations are steadily developing in scope and efficiency, and the interchange of material from country to country has become almost a matter of routine.

Here then, at the centre of western civilization as we know it, the keynote of library development is: co-operation, and the objective, the dissemination of world knowledge among all men. To what extent can we in South Africa participate in that general movement, if indeed it is desirable for us to do so?

We were last year reminded by my colleague Mr Immelman that hitherto there existed no agreed philosophy of South African librarianship. In Stockholm recently I had the good fortune to fall in with a young Danish librarian just returned from a good-will visit to the libraries of Finland—greatly devastated though they are. When I broached this question of a basic purpose in our library work he remarked that in the Scandinavian countries the librarians no longer discussed philosophy: they were commonly agreed on the purpose of their profession, and were now absorbed in working out the best practice. Since in our country—so little developed compared with those northern lands—there is still so much to be done to convince Government authorities and public alike of the basic nature of our work, cannot we accept a general statement of purpose for our public libraries at least, and proceed from that point to introduce as far as possible the technical means of achieving that purpose?

Let me submit for your consideration one such composite statement of aims:

That the public library is pre-eminently a means for promoting the whole development of the individual in society, through the best use of the recorded word in all its forms; and that such a public library should be democratically controlled, mainly supported by public funds, and open free to all users.

That is a definition broadly applicable to the increasing company of nations that recognize the library as a fundamental tool, without which, as an Indian



## SOUTH AFRICAN LIBRARIES IN A WORLD PERSPECTIVE

librarian has put it, the formal educational processes are like a mud hut without the roof. Whether this definition will serve our South African purposes I leave it to this Conference to discuss; for the present let us assume that it will suffice, and study its local implications.

Seen in a world perspective, South African libraries are still in a formative stage. The country is large, the population, both diverse and scattered, is relatively small. Its problems of organization differ in application but not in nature from those of other sparsely-peopled countries of the world. In public status, its librarians have yet to win their place. But signs are certainly not lacking that the teachers are at last beginning to be taught, and that it is dawning on our legislators that libraries are not mere collections of books, that librarians when properly trained are something more than clerks, and that to combat ignorance and prejudice in all walks of life the humanizing influence of that most positively neutral of all institutions, the public library, may have an important part to play. Why otherwise should the Cape Provincial Council have legislated for free rural library services, or the Union Government have offered £ for £ support to Provincial authorities establishing such services? Why, too, should provision have been made in this provincial legislation for library services to *all* readers if there had not been in the background some such philosophy as I have tried to define?

The truth is that, although we cling to our local problems as though they were some secretly-cherished malady, we are being swept willy-nilly into the mainstream of library development in the western world, and must sooner or later face all its implications. Thus, while in the prevailing social atmosphere it may be found politic to discriminate between different types of readers, few will quarrel with the contention that it is the human right of all readers to be served. That principle has now been generally accepted, and a heavy responsibility lies on those of us who are librarians to ensure that it is not honoured in the breach.

If our South African philosophy is similar to that of the western nations, then obviously we can only stand to gain from the closest participation in the library affairs of those nations, and in any co-operative efforts they may put forth. This has already been recognized in at least three ways.

Firstly: at Government level, South Africa has participated in the proceedings of the Royal Society's Conference on Scientific Information in London, and two of our colleagues, Miss Mews and Mr Kritzinger, have been there to state our point of view.

Secondly: the sub-Committee of the South African Standards Council that was formed to deal with questions of documentation has now become virtually the official liaison committee with the important international body best known among librarians as the "F.I.D."

Thirdly, and this directly concerns us here: our Library Association has become

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a member of the International Federation of Library Associations (IFLA), which has recently been acknowledged by Unesco as the world association of members of our profession. These are all forward steps, but if we are to give as well as take in our professional international relations, far more remains to be done.

This year in England, a new experiment in international understanding on the professional level has been attempted. In conjunction with IFLA, and with the support of the British Government, the Libraries Division of Unesco has organized an International Summer School for librarians of public libraries: it is in progress as I write the present address. The objects of the Summer School are not only to increase international understanding by the mutual exchange of views, but to give nations with undeveloped popular library systems (and in some cases no systems at all) a concrete idea of the achievements and potentialities of such types of library in the modern world.

As one privileged to attend this international experiment I have been intrigued by the interchange of practice and experience between the delegates of 20 different nations—interchange almost entirely on an informal and personal note, each participant contributing to the general discussion and indeed deciding what shall be discussed. The level of technical achievement among these 20 nations varies greatly, but there is no delegate who cannot add something positive to the general pool of experience. From this informal Conference, it is hoped, will emerge practical proposals for the exchange of personnel between different countries; the easier exchange of publications; the provision of good translations enabling the readers of each country to appreciate each other's culture and national points of view.

Developments such as these, which do not bind nations to any particular line of action, and are conceived and carried out in a spirit of mutual forbearance, can do nothing but good. Certainly the advantages of personal contact between members of the same profession in different parts of the world—in this case including a children's librarian from Rio de Janeiro, a State supervisor of libraries in Greece, a library worker from China, representative delegates from English- and French-speaking Canada, and several delegates from Central Europe (to mention only a few)—need not be enlarged on here.

In such Conferences South Africans should be present both to teach and learn; from my experience there is all too little known about our problems and achievements, yet our colleagues abroad are very willing to hear of both. The objectives are undoubtedly the same. Addressing the recent Conference of the British Library Association at Scarborough, the President, Mr Charles Nowell, quoted the dictum of Josiah Stamp that the three-fold purpose of education was: "to fit us to get a living, to live a life, to mould a world". That purpose is equally relevant to librarianship; and the world to be moulded, if it is not at the moment one world, is at least composed of affinities of which we are not unimportant witnesses. From a world viewpoint therefore—and this is what I set out to say—

## SOUTH AFRICAN LIBRARIES IN A WORLD PERSPECTIVE

what happens in the South African library sphere is of interest and importance far beyond the Zambesi. In wishing success to all your deliberations at this Conference, may I remind you that as an Association we are coming of age, and that our national library developments are being watched with sympathy and increased understanding by colleagues in many parts of the world to-day.

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### The United States Book Exchange, Inc.

The United States Book Exchange, Inc. (U.S.B.E.) announces the beginning of its foreign exchange programme. This non-governmental organization has grown out of the American Book Center for War Devastated Libraries, Inc., and it has the cooperation of 190 libraries in the United States, branches of the United States government, and UNESCO. It is supported by the American libraries which participate in its programme and by a three-year grant from the Rockefeller Foundation.

U.B.S.E. will offer to participating libraries a broad list of books and periodicals published in the United States between 1934 and 1949, from which they may choose items to fill their needs. In return they will send publications to U.S.B.E. The main emphasis will be on late periodicals and monographs in research fields.

Libraries wishing to receive copies of the U.S.B.E.'s *Newsletter* should get in touch with the Executive Director, U.S.B.E., Room 324, c/o Library of Congress, Washington, D.C., U.S.A.

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THE UNIVERSITY OF CHICAGO PRESS

## LIBRARIES AND SOUTH AFRICA'S EDUCATIONAL SYSTEM<sup>1</sup>

L. L. BOYD

*Mayor of Durban*

WITH your wide and expert knowledge of public needs and your day-to-day experiences of the ways in which facilities for the reading public can be improved, you are obviously the best people to say what developments in library services are likely to be most beneficial in the years ahead. In this regard there are, however, some thoughts which I should like to place before you for your consideration. It may well be that they have already engaged your attention, but if they have not they might repay investigation.

The recent transfer of library affairs from the Department of Interior to the Department of Education has focussed the spotlight on the part which our libraries have to play in educating both young and old in this country of ours. I notice that one of the subjects on the Agenda for the Conference is "Rural Libraries and Adult Education", while you will also give attention to the important question of school libraries. It is obvious, therefore, that you attach great importance to the functions of the library in our educational system.

Before I examine the extent to which our educational system has benefited from the library services you provide, I should like to make a few observations on the system itself. I am among those who are not altogether satisfied with the results produced by our present system of education. I do not question for one moment the quality of the tuition given in our schools or the painstaking efforts made by our teachers to see that each child acquired a good knowledge of the syllabuses laid down by the various Education departments. My criticism is not of individuals, but of the system itself, a system which seems to me to place the acquisition of book learning above all other considerations. That our sons and daughters should have a sound knowledge, goes without saying, but from a national standpoint it is quite as important—if not more important—that adequate attention should be paid to the formation of character. It is to the credit of a great many of our teachers that they voluntarily do what they can—within the narrow confines of our present rigid system—to encourage the youth confided to their care to develop those personal qualities which are so vitally important in later life. Nothing could demonstrate more clearly that teaching is not a business but a profession, a profession in which conscientious men and women are working with higher objectives than the mere acquisition of money. But the efforts of our

<sup>1</sup> Extracts from the Address of Welcome to the delegates at the South African Library Association Annual Conference in Durban in 1948.

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teachers will continue to be hampered until such time as we amend the system itself to provide for a more conscious emphasis on the building of the child's character.

In South Africa we are in the process of building a nation. Because two different languages are spoken in this country, we have tended to regard our problem primarily as one of integrating into one people, the English-speaking and Afrikaans-speaking sections. But personally, I am convinced that that objective is already assured, and that the time has come for us to turn our attention increasingly to the character and outlook of this nation of South Africans. Is the generation that is now growing up imbued with those principles which will carry this country to future peace and prosperity along the paths of justice, of truth, of devotion to duty and of consideration for the rights and interests of others? Are we bringing up our youth in a way that helps them to understand and accept their obligations and responsibilities towards this nation of which they are a part, or is there evidence that we are neglecting to instil into them a sense of civic and national responsibility, an appreciation of their duty to work conscientiously and honourably, not only in their own interests but in the wider interests of South Africa as a whole? In short, are we raising a nation pledged to ideals of unselfishness and service, or are we failing in our duty of explaining to them the importance that must be attached to these things if we want peace, contentment and social justice in this country of ours? It is because I see signs that we are failing to impress these things upon the generation that is growing up that I say that our educational system is not measuring up to the needs of this growing nation of South Africa.

What has all this got to do with libraries? Personally, I feel it has a great deal to do with them, because I see in your work a powerful means of assisting in the development of our nation so as to ensure that it shall be along the right lines. You are already doing much in the sphere of Adult Education by building up collections of books of cultural, vocational and other subjects of value either to sections of the community or to the community as a whole. You also provide valuable reference libraries which, I am pleased to note, are being used more and more every year. But it is to the youth of the country that I feel you must increasingly turn your attention, not only because this is tackling the problem at its source, but also because youth is more impressionable and offers you magnificent advantages that should be utilized to the full.

At a very young age children show a marked desire to read and I am convinced that the reading they do then has a marked influence upon their later lives. At this stage, therefore, proper guidance in regard to their reading is of the very greatest importance, not only to the child, but to the nation of which he is to become a part. The fact that you recognized this is clearly shown by the work you are doing in the various children's libraries. It is excellent work and I am satisfied that it is producing good results. But unfortunately it reaches only a very small proportion of the population. How small it is can be judged from the



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fact that, according to the report of the Adult Education Committee, our present public libraries reach only three per cent of even the European section of our population. According to that report only one per cent of the rural European population of the Cape Province are users of the 174 public libraries that exist in the Cape. There are, of course, rural extension services which are doing good work, but the fact remains that only a very small portion of our European population is making use of the facilities provided. This makes me wonder whether the time has not arrived for you to take your services to the public to a far greater degree than you do to-day. In saying this I am well aware of the limitations imposed upon you by questions of finance, but these are limitations which a strong public opinion could readily overcome by making representations both to the Government and to the Provincial Administration. What I have in mind is that you should not wait for a child to join the children's library before you make available to him the valuable services you have to offer. Rather would I see you given the necessary finance and the additional staff needed to enable you to carry out an energetic programme of bringing to the notice of the parents in their homes the valuable advice you can offer on the selection of good reading. An active propaganda campaign in this regard will undoubtedly result in a far greater use of our libraries with immense benefits to the nation as a whole. If the children of this nation of ours could be encouraged by you to read books which would teach them to appreciate and value more and more the finer characteristics of human nature, tremendous dividends to the country as a whole would result. Though there is, as you yourselves know, a grave shortage of suitable literature for adolescents, there are books which, while providing interesting recreation for boys and girls, stir the imagination and inspire the reader to lofty ideals. The fact that they are good books in the sense that they uphold qualities of character and moral standards that mean much to our nation does not imply that they are tame and unexciting. On the contrary, some of the most thrilling stories I read in my childhood were those of people who faced countless odds in the interests of truth, of honour, of justice and adherence to high principles.

I believe that in the sphere of actively encouraging parents and children in the use of good books, the members of your Association have an important part to play. In co-operation with the teachers who are engaged in the education of our children, you can do much to give the growing generation a greater knowledge of and love for the history and traditions of this country of ours, a better sense of values, a finer appreciation of those qualities which make for greatness both in a person and in a nation and a greater readiness to play a part in the general welfare of all.



RECORD OF THE PROCEEDINGS OF THE BOARD OF DIRECTORS

## HET DIE PLATTELANDSE BIBLIOTEEK OPVOEDKUNDIGE FUNKSIES EN MOONTLIKHEDE ?<sup>1</sup>

H. M. ROBINSON

ONDERWYS beteken vir my die meedeel van feite en gegewens wat deur die individu verwerk moet word om by te dra tot sy intellektuele en geestelike verdieping en tot die verruiming van sy lewensuitkyk. Onderwys op sigself het egter maar 'n baie beperkte waarde, en eers wanneer die persoon wat leer die feite gesif, gerangskik, en tot so 'n mate sy eie gemaak het dat hulle deel word van sy persoonlikheid en dat hulle daadwerklik bydra tot sy ontwikkeling as kultuurmens, kan ons praat van opvoeding. Opvoeding is 'n lewenslange proses en in hierdie sin bestaan daar dus geen sogenaamde „volwassenes” nie. Opvoeding is 'n deurlopende proses van intellektuele en geestelike ontplooiing—daarom bly die werklik opgevoede mens in sy wese altyd 'n jeugdige.

Tensy die woord „volwassene” dus in sy suiwer fisiese betekenis gebruik word, is die uitdrukking: „Onderwys vir volwassenes” sonder meer 'n „*contradictio in terminis*”. Dit veronderstel dat die opvoedingsproses in twee losstaande fases verdeel moet word; dat die mens op die dag wat hy die skool verlaat, 'n nuwe fase van sy lewe betree wat met die voorafgaande hoegenaamd niks te make het nie, en, dat die opvoeding van die mens ná sy 18de jaar heeltemal geskei moet wees van sy s.g. formele onderwys op skool.

Ek wil dan uit die staanspoor beswaar aanteken teen die onbevredigende benaming van „onderwys vir volwassenes” wat, indien dit letterlik toegepas word, niks meer as swak lapwerk kan oplewer nie. U sal met my saamstem dat elke lid van die bevolking van ons land die geleentheid moet hê om die volle ontplooiing van sy potensialiteite na te streef; u sal met my saamstem dat hierdie geleentheid alleen verskaf kan word indien 'n hele kompleks van middele oor die hele lewe van die mens saamwerk—die huis, skool, universiteit, beroep, biblioteek, en baie ander. Omdat die verskaffing van hierdie geleentheid werklik in die nasionale belang is, behoort die staat sy volle deel by te dra in die verskaffing van onderwysfasiliteite, maar hierdie bydrae van die staat moet met so 'n mate van oorleg gegee word dat elke aspek van die onderwys tot sy reg kom. 'n Versiende en ingrypende onderwysbeleid moet, naas die voorsiening vir beroepsopleiding, ware volksoopvoeding en volksonderwys as een van sy primêre oogmerke hê. Die staat moet voorsiening maak vir die verskaffing van bruikbare, gekoördineerde onderwysfasiliteite aan elke lid van sy bevolking, maar dis ook noodsaaklik dat daar

<sup>1</sup> Referaat geles voor die jaarvergadering van die Suid-Afrikaanse Biblioteekvereniging, Durban 1948

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die nodige leiding verskaf moet word sodat elke mens volgens sy eie aard kan ontwikkel—eerstens tot volwaardige mens, en terselfdertyd tot beter lid van sy samelewing en tot verbetering van die mensdom in die algemeen.

“Broadly conceived and in its best sense, adult education includes all existing opportunities for adults to gain information, develop ideas or create works of art. Based upon the idea that education is a continuing life-process . . . adult education, to accomplish its purpose, must provide not only an ever increasing number and variety of opportunities conducive to man's happiest and finest realizations, but it must help also to awaken a consciousness of dormant potentialities with their attendant profoundly satisfying development through which finer types of human beings will emerge—the kind of men and women who experience what it means really to live and who therefore will not tolerate social situations that prevent their fellow-beings from doing likewise.”

As bibliotekarisse glo ons tereg dat die biblioteek een van die belangrikste van die genoemde onderwysfasiliteite behoort te wees. Ongelukkig moet ons erken dat die biblioteek vandag nog nie sy volle hydrae lewer tot volksopvoeding nie. Maar hierdie stelling geld van bykans elke opvoedkundige inrigting omdat daar in die wese van ons samelewing 'n aantal remmende faktore skuil wat onderwys en opvoeding in die ware sin van die woord—op enkele uitsonderings na—buite die bereik van die volk as geheel stel.

Ek wil graag 'n paar van hierdie belemmerende faktore met u bespreek en ek will my beperk tot die gebied waarvan ek kennis dra, nl. die biblioteek op die platteland.

Toe sommige van ons ouer kollegas hulle byna dertig jaar gelede begin beywer het vir die instelling van 'n landswye gratis biblioteekdiens wat leesgeriewe tot die beskikking van elke lid van die bevolking sou plaas, het hulle voortdurend gewys op die groot opvoedkundige waarde van die biblioteek—tot so 'n mate dat 'n mens ná die fenomenale groei van die biblioteekwese oor die afgelope paar jaar vandag sou kon verwag om ook 'n groot intellektuele ontwaking te sien, maar op die koms van daardie intellektuele renaissance sal ons tevergeefs wag solank so 'n groot persentasie van ons lesers hulle uitsluitlik bedien van liefdesverhale, wild west—en moord en doodslag-stories.

Die rede vir hierdie oppervlakkigheid is egter nie die skuld van die bibliotekarisse nie, en lê, soos ek reeds gesê het, in die wese van ons samelewing. „Lack of education is not the fault of libraries. Inferior education is entirely the fault of the schools. The great majority of pupils leave school with considerable knowledge but very little intellectual training. However intelligent or curious they may be, they are never taught how to satisfy their mental curiosity by means of books and reading and independent study. Education for them is an array of facts, not a method of enquiry.” Van owerheidsweë word daar 'n verkeerde, materialistiese houding geopenbaar teenoor die opvoeding en hieruit vloei noodwendig voort

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die verkeerde houding van die individu teenoor studie in die algemeen en self-opvoedende studie in die besonder.

Ons skoolwese maak in hoofsaak voorsiening vir die professionele afrigting van die jeug. Tot 'n groot mate is die onderwysers die slawe van die eksamenstelsel en die eksamenstelsel is weer 'n metode wat ingevoer is om aan die leerling 'n bepaalde status te gee op die arbeidsmark. On hele sogenaamde formele onderwysstelsel staan dus in diens van die arbeidsmark! En as gevolg van die geweldige sterk mededinging is elke leerling genoodsaak om homself so gou en so goed moontlik te bekwaam vir die bes-betalende beroep waarvoor hy die studiegelde kan bekostig. Van studie in die sin van persoonlike ontwikkeling is daar bykans geen sprake nie : die afrigting vir 'n professie vereis soveel spesialisasie en gekonsentreerde studie dat daar vir 'n algemene kultuurontwikkeling gedurende die formele onderwystydperk eenvoudig geen tyd gevind kan word nie. Ons verkeer in 'n woeste kringloop waarin ons onderwysinrigtings mense lewer wat oor die algemeen bestempel kan word as geleerde barbare of „educated illiterates”. Die waarde van onderwys word bereken in terme van ponde, sjielings en pennies—die waarde van jou sertifikaat op die arbeidsmark. Die produkte van ons onderwysstelsel mag miskien afgerig wees vir die verrigting van een of ander taak maar as volwaardige ontwikkelde mense skiet hulle baie ver tekort by die maatstawwe wat daar in 'n beskaafde volk gestel behoort te word.

Ek hoop dat ek verkeerd verstaan het, maar onwillekeurig het ek tog die indruk gekry dat daar met die teenswoordige beweging vir sogenaamde „onderwys vir volwassenes” 'n tweeledige doel beoog word : eerstens om vir diegene wat nog nie genoeg gehad het van ons gebrekkige skoolonderwys nie nog 'n bykomstige dosissie gratis te verskaf, en tweedens, om vir ons sogenaamde „gespesialiseerde” oftewel hooggeleerde mense die geleentheid te verskaf om by wyse van 'n paar populêre voordragte of andersins tog 'n paar feite te bekom oor die ontelbare ander gebiede waarop hulle absolute leke is. En nou ontstaan die probleem dat die mense oor die algemeen eenvoudig nie belangstel in die ekstra stukkies smartlike skoolgaan of droë leerderie nie—veral omdat dit geen definitiewe finansiële voordele in vooruitsig hou nie. As ons dink dat ons langs hierdie weg „kultuur” gaan saai, probeer ons water dra in 'n lemoensakkie. Die beste wat hieruit gebore kan word is „kultuurvernis”. Dit laat my dink aan ons ou kaffer wat saans te veel skokian drink en dan bedags asperien gebruik vir die ellendige hoofpyne : dit slaan die kern van die probleem totaal mis. Die mense sal in so 'n beweging vir „onderwys vir volwassenes” nie belangstel nie want—„The surest sign of a bad educational system or a bad cultural environment is that people no longer want to learn when they have finished their formal schooling. The best school system will be one that makes learning a normal and pleasurable part of life.” Die saak gaan m.i. egter verder. Dit raak die waardebeepaling van die owerheid ten opsigte van die opvoeding. Wat ons dus in die eerste instansie nodig het, is

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die besef van owerheidsweë dat die waarde van die opvoeding lê in die persoonlike ontwikkeling wat daarmee gepaard gaan en dat die arbeidsmark vanself hieruit sy voordele gaan trek. Dit maak natuurlik die radikale hersiening van ons hele onderwysbeleid noodsaaklik.

„What we want is a social arrangement of such a kind that the genuine powers of people may be realized. To achieve true democracy in our economical and political life an intelligent understanding of world conditions must be combined with an emotional loyalty to the ideal of one for all and all for one. As never before in the history of civilization the times call for a vigorous and effective dynamic for democracy. Adult education must provide the opportunities to man's happiest realizations and to the awakening of his dormant potentialities.”

Hierdie hersiening van beleid moet ook nie begin by ouer mense wat reeds deur jare heen bederf is nie : dit moet begin by wyse van die aankweek van 'n nuwe lewenshouding by die onderwysers, want—„students are taught by teachers who are themselves victims of the same educational process and who openly or subconsciously have a positive distaste for disinterested reading. Instead of stepping forth as an eager candidate for continuing education, who should look forward to a lifetime of learning and education after commencement, we get an unripe B.A. who is scarcely an adult and who shuns education like the plague. Too many men use their college degrees as an official licence to settle down in an intellectual rut ; as a social sanction exempting them from thinking their own thoughts and reading their own books.”

Die behoorlik-voorbereide onderwysers moet dan vóór begin—by die kind op laerskool. Dan sal ons minstens die vooruitsig hê om by die volgende geslag 'n merkbare verbetering te bespeur. Ons opvoeders mag nie op 'n troon van meerderwaardigheid klim nie, want hulle is self die produkte van die bestaande stelsel. Die leuse moet dus nie wees „onderwys vir volwaassenes” nie, maar „voed die opgevoeterde opvoeders op!”

Die steekse houding van die grotere publiek teenoor vrywillige studie kan, soos meeste ander sosiale gebreke, teruggevoer word tot diegene wat verantwoordelik is om leiding te gee. Hulle kan geen leiding gee nie want hulle is self die ongelukkige slagoffers van die heersende stelsel, en, tussen ons gesê, meen hulle eintlik dat hierdie beplande „onderwys vir volwassenes” tog darem seker nie op hulle ook van toepassing sal wees nie.

Ons bibliotekarisse kla gedurig dat die mense nie meer en beter boeke lees nie ; ons is selfs bereid om die werke van etlike snert-skrywers op die brandstapel te offer, maar word dit nie tyd dat ons besef dat ons ook maar tot die kategorie van opegevoeterde opvoeders gereken moet word nie ? Word dit nie tyd dat ons ten minste *ons* deel moet bydra tot die verheffing van ons inrigtings sodat hulle aan hulle werklike doel kan beantwoord nie ? Hoeveel van ons kan werklik lees ? Hoeveel van ons kan in alle eerlikheid sê dat ons inrigtings inderdaad sosiale



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diens-inrigtings is wat beantwoord aan die behoeftes van ons gemeenskap en wat in werklikheid op grond van verdienste in ons samelewing onmisbaar geword het ?

Dit word tyd dat ons in alle opregtheid die sosiale roeping van die biblioteek ondersoek, anders sal ons professie selfs op hierdie jeugdige stadium aan die gevaar blootgestel wees om die biblioteek as doel op sigself te beskou. Dit sal sonder twyfel die gevreesde dag meebring waarop ons die land sal wil besaai met 'n klomp wit-olifant biblioteekgeboue van groot argitektoniese skoonheid ; pragtig gemeubileerd en gevul met slegs die geleerdstes van die geleerde boeke. Hooggekwalfiseerde en goed besoldigde personeel sal hulle daar besig hou met fyn akademiese punte in die biblioteektegniek . . . en ons sal spog met leë leessale en 'n boekesirkulasie van 10 per maand! „Librarians need not go out of their professional duties to count in adult education. Their own professional business is public business and it is one of the forces that can make for growth in the life of the people.”

Op die platteland is ons nog maar aan die beginstadium, en al het ons nog nie veel verrig nie, laat my toe om u te verseker : die gees is gewillig. Daarom wil ek nog 'n paar beskouings oor biblioteekwerk op die platteland aan u voorlê en u versoek om ons tog in raad en daad by te staan. Hier gaan ek my veral weer beperk tot die wesenlike tekortkomings, omdat ek glo dat wanneer hulle opgelos is, ons op baie sterker grondslag sal staan.

Die lewe op die platteland in Suid-Afrika was in die verlede steeds 'n verbeterde stryd om die bestaan. Sedert die vroegste tye moes die bewoners van die platteland die baanbrekerswerk verrig en die spiespunt van die beskawing vorm. Die gevolg hiervan was dat die bewoners van die platteland nog steeds meer waarde geheg het aan suiwer ekonomiese faktore as aan die algemeen kulturele ; die gevolg is verder dat die mens op die platteland altyd 'n groter individualis was as die stedeling en gevolglik 'n swakker ontwikkelde gemeenskapsin gehad het. Maar juis omdat hy 'n individualis is, besit die plattelander daardie basiese vatbaarheid vir onderwys en opvoeding wat by min van die stedelinge te vinde is—hy het geleer om vir homself te dink. Hy neem stadig in, maar wat hy inneem bly steek en word terdeë geassimileer.

Die plattelander is egter uiteraard skepties teenoor nuwe dinge en sterk bevooroordeel teenoor mense wat buite sy kring staan en met wie hy geen kontak kan vind nie. Wie dus opvoedkundige werk op die platteland wil verrig, moet in sy wese eers 'n plattelander word, en moet eers 'n nuwe kontak met die platteland ontwikkel voordat sy werk enige aanklank sal vind. Onderwysgeleenthede aan volwassenes moet onder geen omstandighede beskou word as 'n aalmoes van die een klas van mense aan die ander nie ; as 'n groothartige gawe van die sogenaamde geleerde mense aan die sogenaamde ongeleerde mense nie. Onder geen omstandighede moet die stedelinge probeer om die afvalkrummels van hulle

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kultuur aan die platteland op te dring nie. Die stedelinge moet nie probeer om by wyse van „onderwys vir volwassenes” die verskille wat daar bestaan tussen stedelike en landelike gemeenskappe uit die weg te ruim nie. Die plattelander moet in staat gestel word om ten volle te ontplooi as plattelander. Hy moet die geleentheid kry om sy ekonomiese posisie tot so 'n mate te verseker en te verbeter dat hy meer aandag kan skenk aan algemene kulturele ontwikkeling, en om sy plek terdeë vol te staan in algeneme landsbelange. Opvoedkundige liggame moet daarvoor sorg dat die intellektuele produkte van die stad wat vir hom tot nut kan wees, tot die beskikking kom van die plattelander en dat hy hulle kan verwerk tot sy eie sonder die verlies van sy identiteit. Uit die aard van die saak is die Suid-Afrikaanse stede op internasionale lees geskoei en ek meen dat 'n Suid-Afrikaanse volkskultuur eintlik met die platteland as agtergrond opgebou sal word — gedeeltelik deur die produkte van die platteland in die stede; deels op die platteland self, en origns met die platteland as agtergrond.

Ek meen dat die tyd vergoed verby is dat ons boere dag-in en dag-uit sal moet swoeg om 'n blote bestaan uit die maer aarde te wurg. Deels sal dit nog dit taak van opvoedkundige liggame bly om die nodige voorligting te gee in verband met beter boerderymetodes e.d.m., maar die behoefte bestaan reeds aan iets meer. Omdat die boer vandag 'n meer versekerde bestaan voer, gaan sy blik reeds heelwat verder as die grense van sy plaas en die horison van waar sy reën moet kom. Die land se politieke, ekonomiese en sosiale vraagstukke neem in toenemende mate die boer se aandag in beslag en hy soek na betroubare bronne van inligting oor hierdie sake, en juis hier tref ons 'n skreiende leemte aan.

Daar word duisende ponde bestee aan die publikasie van gespesialiseerde akademiese en tegniese werke aan die een kant, en duisende gemaak uit ligte ontspanningslektuur aan die ander kant. Van die so noodsaaklike populêr-wetenskaplike literatuur besit ons feitlik nog niks. Vir die publikasie van suiwer tegniese materiaal moet gewoonlik 'n buitensporige subsidie gevind word. Die ligte lektuur word tot so 'n mate verslind dat dit 'n seer betalende uitgewersperdjie geword het. En omdat dit verslind word word meer en meer (ek kan byna ook sê swakker en swakker) werke gepubliseer, en so ontstaan nog 'n woeste kringloop. Maar wat die uitgewers vergeet is dat hierdie ligte lektuur juis gelees word by gebrek aan iets beters. Dit sal een van die eerste take van die Nasionale raad vir volwassene-onderwys moet wees om toe te sien dat die publikasie van populêr-wetenskaplike literatuur op behoorlike basis geplaas word. Soos ons almal weet, is die skrywe van 'n werklik goeie populêr-wetenskaplike werk 'n fyn kuns. Dit is egter 'n aspek van die joernalistiek wat in ons land gruwelik verwaarloos word omdat dit vir bekwame skrywers eenvoudig nie die moeite werd is om hulle voltyds daaraan te wy nie. Van owerheidsweë moet gesorg word dat alleen die beste mense se dienste beskikbaar word vir die verrigting van so 'n belangrike



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taak. Die mense kan nie beter boeke lees nie tensy daardie beter boeke vir hulle ter beskikking gestel word.

Ek weet uit ondervinding dat wanneer 'n boer op 'n Sondagmiddag vir sy buurman gaan kuier, die geselskap hoofsaaklik oor twee onderwerpe sal gaan—boerdery en partypolitiek. En die bronne van inligting oor hierdie twee gewigtige sake ? Die week se gebeure op die plaas en die bevoordordeelde koerantverslae. Sou hierdie gesprekke nie veel interessanter en vir die boere baie meer bevredigend kon verloop nie indien hulle betroubaarder en vollediger inligting oor die sake tot hulle beskikking gehad het ? Hier weer moet ek pleit vir die opvoeding van die opvoeders self : ons uitgewers moet daarvan oortuig word dat veral in 'n klein landjie soos Suid-Afrika dit van die uiterste belang is dat die uitgewery in diens van die volksopvoeding moet staan en nie slegs as winsgewende onderneming beskou moet word nie. Hiermee wil ek nie ondankbaar wees teenoor die ouere ondernemings wat byvoorbeeld tot die ontwikkeling van die Afrikaanse taal en letterkunde 'n geweldige bydrae gelewer nie—ek wil slegs aan die hand van die invloed wat hulle uitgeoefen het hulle nogmaals aan die belangrikheid van hulle taak herinner.

Die biblioteek kan nie sy opvoedkundige taak verrig nie tensy die sosiale struktuur die regte grondslag daarvoor lê. Eers wanneer mense geleer het om intelligent en krities te lees ; wanneer die drang na verdere studie by hulle aangewakker is en wanneer mense in staat is om die idees van andere deur konstruktiewe denke te verwerk tot hulle eie ; en wanneer daardie intellektuele erfenis in verstaanbare en aanneemlike vorm vir almal beskikbaar is—eers dan kan die bebloteek sy volle bydrae lewer tot volksopvoeding in die ware sin van die woord. Dus : eers wanneer die onderwys 'n werklike basis lê vir studie in die latere lewe, en wanneer die uitgewery in diens van die volksopvoeding staan, kan die bebloteek 'n bydrae lewer tot volksopvoeding, mits die biblioteek self sorg dat hy staan in diens van die volk.

“The librarian can help the general movement of adult education with his counsel and his enthusiasm . . . but it is as librarian that he has special knowledge and special skill which should be devoted to public service. A belief in adult education is comparatively unimportant if books are not distributed and displayed with professional skill that will get as many of them as possible into the hands of people who might want them. If the librarian buying books would think more often of current although ephemeral public interests, and less about the scholarly completeness of his collection, he would be doing more for adult education.”

Met die regte sosiale agtergrond sal die biblioteek so 'n belangrike opvoedkundige rol speel dat dit tereg beskou sal kan word as die intellektuele en kultuursentrum van die gemeenskap, en die sentrale punt in die organisasie van volksopvoeding.

Op die platteland waar die mense nog vir baie jare nie die veelvuldige fasiliteite van die stad sal hê nie, sal die biblioteek in nog belangriker mate die kultuur-

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sentrum moet wees. Dit sal die rol van die plattelandse bibliotekaris moet wees om leiding te gee in die intellektuele bedrywighede van sy gemeenskap. Waar daar 'n spesiale biblioteekgebou is, sal dit nie 'n koue mufferige kamertjie wees met 'n klompie verouderde Victoriaanse verhale op stowwerige rakke en kennisgewings van „No Smoking” as dekorasie nie. Dit sal in die ware sin van die woord 'n gemeenskapsentrum wees waar voordragte gehou sal word oor aktuele vraagstukke; waarvan die deure altyd oop sal staan vir besprekings van plaaslike en landsprobleme, filmvertonings, plateuitvoerings, debatte, toneelrepetisies, boekbesprekings, en dergelike sosiale bedrywighede. Boweal sal dit die erkende bron van inligting wees oor enige probleem wat 'n leser met behulp van die kennis en ervaring van andere kan oplos. En dit sal van ons self afhang of daar nog van die bibliotekaris gepraat sal word as „die librarian op haar stoeltjie”, en of ons beskou sal word as die lewende skakel vir die besorging van die regte boek aan die regte leser op die regte tyd.

Ek verwelkom die aanstelling van die Nasionale raad vir die onderwys van volwassenes: dit toon tenminste die besef van owerheidsweë dat daar 'n ernstige behoefte bestaan aan onderwysfasiliteite vir diegene wat reeds die skool verlaat het. Daar moet egter ook besef word dat dit nie help om 'n dooie plant nat te gooi nie. Die mooiste onderwysfasiliteite sal geen vrug dra in 'n volk wat weens die struktuur van die samelewing nie werklik opvoedbaar is nie. Enige poging van owerheidsweë om die saak in sy kern en met insig aan te pak sal die morele en daadwerklike steun hê van 'n ieder en 'n iegelik van die „librarians” wat, af van hulle stoeltjies, soms nogal tot verbasende groot dinge in staat is. Die verbasende groei van ons land se biblioteekwese en daarmee ook van ons professie oor die afgelope tien jaar het aan ons 'n grootse taak en tegelyk 'n grootse stryd in die vooruitsig gestel, en ons sal nie moeg word in die stryd nie!

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## Ultrafax

In an article called "Images from the air : the beginnings of Ultrafax" in *The Journal of Documentation* for March, 1949, the Librarian of Congress describes the first public demonstration of Ultrafax, which took place in the Library of Congress in October 1948. Ultrafax is "a union and an application of television and photography". The demonstration consisted of the transmission of a microfilm of *Gone with the Wind*, flashed across Washington from the Wardman Park Hotel (five miles away) to the Coolidge Auditorium of the Library ; the time taken for this was 2 minutes 21 seconds. Dr. Evans's description of the demonstration and of the future possibilities of Ultrafax is most enthusiastic ; he says "Its speed is the speed of light. It can convey information through the air at 186,000 miles a second. It is gone before you know it and there before you can read it. It overthrows the tyranny of time."

1. THE FIRST PART OF THE BOOK IS A HISTORY OF THE

## SOME PROBLEMS OF A MULTI-CENTRED LIBRARY<sup>1</sup>

HERBERT COBLANS

*Librarian, Natal University*

THE Natal University College has attracted some attention during the past year as it is passing through the creative process of becoming a full University. The precise date of birth is March 15th 1949. In one respect, its administrative complexity, it is unique not only in South Africa, but probably anywhere.

We have four separate institutions, distinct only in geographical position, three in Durban and one, the largest, in Pietermaritzburg, 56 miles away. Certain faculties exist only at one centre (e.g. Agriculture in Pietermaritzburg, Engineering at Howard College) others such as arts and science, partly at three centres. A further sub-division is based on colour segregation. The Non-European centre at Durban offers courses on a part-time basis for a limited range of subjects in certain faculties.

Academically there is complete unity, there is only one Professor of English, one Librarian, and all staff is responsible for and interchangeable within the four centres. The Library difficulties that arise are many and often very frustrating. They are, however, interesting as they represent in microcosm what is met in trying to integrate the library resources of a region: such matters as local union catalogues, centralized cataloguing and co-operative sharing of subject fields. That is my excuse for giving you the background in more detail.

As there is a regular transport between the four centres, books and periodicals can be kept moving and only books in continual demand need be duplicated. The more advanced research material need only be provided once somewhere in the system. The size and scope can best be understood by a few figures. In 1947 there were approximately 670 students in Pietermaritzburg, 570 students at our City Building, 360 at Howard College, and 300 at the Non-European.

There are thus almost 4 special libraries that have each to meet the demands often made on a general library. Four sets of basic reference books must be provided. A union catalogue (author) must exist both in Durban and Pietermaritzburg. For subjects given at any two centres in Durban the relevant cards must appear in both catalogues, although the book is housed at one centre. Consequently it is more economical to use Library of Congress cards or mimeographed internal products.

In addition there should be a union catalogue in classified order (main subject only) so that users can be guided to the subject resources of the whole library. Actually due to the youth and limited stocks of the libraries in the two large

<sup>1</sup> Paper read at the South African Library Association's Annual Conference in Durban in 1948.

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towns of Natal, a union catalogue incorporating the holdings of the special libraries (at least their current accessions) is an obvious need.

Such a union catalogue maintained in Durban could go a long way to reducing our dependence on the Rand system, with all its heavy costs in transport and delay in obtaining inter-library loan material. The costs of filing, the shortage of trained library staff (especially with graduate qualifications in the natural sciences) and the lack of accommodation, all work against the early achievement of such a bibliographical centre in our library.

Another important aspect of university library work is the stimulation of the student as a citizen of the academic world in contrast to the more limited needs of specialist study. The engineering student should be encouraged to become acquainted with what is significant in the arts and the social sciences; the literary and fine art aesthetes should be acquainted with the general writings of such scientists as Joseph Needham, Eddington, J. B. S. Haldane.

How can this be done? The natural reaction of the cynic is to say that it is hopeless; South African students do not read anything beyond their notes and prescribed text books. But that is a poor excuse in 1948, two years after Savage's *Manual of book classification and display*<sup>1</sup> has been available. Savage with great insight shows how classification should serve the ends of display, which is the practical method of stimulation. Instead of a perfect arithmetic (or alphabetic) progression of books around the walls, numerous parallel classifications changed from time to time, kept alive and vivid, should focus interest.

The typical example in every library is the "new books" section. We have tried to use this method of keeping specially selected books moving throughout the four centres, always picking opposite categories and displaying them prominently.

At each centre we have started a parallel classification of modern fiction in English. By placing an F before the normal classification of the book this fiction is segregated and falls naturally into order by country (using the Dewey classification). The public librarian will say that that is what he does with his fiction; he separates from non-fiction. But there are some differences both in display and outlook. In the public library there is a bewildering array of fiction good, bad and indifferent, in author order. We have removed modern fiction (that is after about 1890) from the rest and built up this permanent display by also including the best English translations of the contemporary novel.

But why only fiction and modern fiction at that? Not because we think that represents the best in literature, but rather because the novel is *the* literary form of our time and we are more likely to entice the young mind that way. Further, the contemporary novel is a good introduction to national literatures. Universities are by nature conservative and subject minded. The departments of, say French or Nederlands, are not likely to ask for English translations of Mauriac or Tim-



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mermans, off their library grants. Yet, I think you would all agree that our staffs, our students, who are mainly uni-lingual (as to European languages) should be given the active chance of reading

the Frenchmen	—Rolland and Aragon
the Germans	—Huch and Mann
the Hollanders	—van Eeden and van Schendel
the Italians	—Svevo and Silone
the Russians	—Bunin and Gorki
the Scandinavians	—Hamsun and Undset

to mention an arbitrary couple in each case. These novels are from time to time circulated to other centres and in time an interesting record will be built up of the relative popularity and use of these books by different groups of readers.

Continuing with this concept of parallel classification, I come to abstracts and indexes, the bibliographical keys, the tools of the serious students. In most libraries these are scattered by subject and form throughout the book collection and the serried ranks of the bound periodicals. This is based on standard classification practice, namely that the physicist will find his abstracts, indexes and bibliographies at one place in the library where physics is classified. But the nature of the scientific beast is one of inter-penetration, the sciences flow over into each other to an even increasing extent.

Here again parallel classification is the answer, I think. We put all abstracts, and indexes, most subject bibliographies into a parallel classification prominently displayed. Cumulated indexes to individual journals, accession lists of libraries devoted to a special and comparatively narrow field, are all included in this section and classified by subject, not by form. Savage suggests that libraries should buy a duplicate set of indexes to say Nature or Engineering, bind them and keep them in this section entirely divorced from the journals to which they belong. We are more and more being saved this trouble by the excellent trend towards an increasing publication of 50 year and other indexes to the publications of learned societies. We should use every opportunity to impress the value of these indexes on our learned societies in South Africa. With a few notable exceptions our societies have been very negligent in this respect. I should also like to take this opportunity of stressing the real value of accession lists, if they conform to one of two criteria, a format which allows of mounting on a standard library card or periodic cumulations. As model representatives of these two types are the "Weekly list of accessions" of the Science Museum Library in London and the Library Bulletin of the Ministry of Works also in London.

By cutting up the former and dry mounting the full catalogue entry on a standard card, a live and fairly comprehensive bibliography of world science can be built up. (The dry-mounting is a simple process, needing only a electric iron and

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mounting tissue.) Now that the S.A. Public Library is publishing its Quarterly bulletin, with catalogue entries for copyright material it is possible to do the same for current Africana. Mr Varley has kindly supplied us with his proof-sheets and by mounting these a valuable bibliography can be maintained.

The Ministry of Works Library Bulletin appears fortnightly and is consolidated half-yearly and is one of the most useful guides to the field of civil engineering and the building industries. In South Africa a considerable number of special libraries produce frequent accessions lists, but unfortunately they conform to neither of the above criteria, thus greatly limiting their usefulness.

In enumerating some of the problems of a multi-centred library I come now to cataloguing and classification. If cards are to be interfiled into four widely separated catalogues a high degree of consistency must be achieved without sacrificing local flexibility. Classification in university libraries is often a thankless task. This is partly due to what could be called the academic fallacy, that knowledge as expressed in books should be classified as it is taught in university departments. Admittedly this can be done for many well-defined subjects, such as history or chemistry. But there are many subjects, considered in terms of university curricula, which cut across almost every standard scheme. Typical examples are geography, psychology, sociology, anthropology. Most university librarians have at some time or other had complaints from, say, the geography department, that "their" books have been classified in economics, in anthropology, in surveying, in politics.

These complaints are especially common in the smaller libraries, where the older traditions of departmental control still linger from the days when the library staff had no professional training. On the other hand these complaints are often legitimate. Young and inexperienced classifiers often retain the attitude of mind of the holiness of the single place classification. Actually I think that the artificial character of our examinations is partly the cause of this rigidity. The inadequacies of classification systems in common use is another cause. But this is not the time to start a discussion on the relative merits of Dewey, U.D.C. and Library of Congress.

None the less I propose to indicate how some of the U.D.C. devices, especially the colon, have helped us to make classification flexible enough to solve our four centre problem. Our department of anthropology is situated in Durban and courses are not offered in Pietermaritzburg. Primitive religion and primitive art are part of the course in anthropology, but art and philosophy are subjects that as yet are only given in Maritzburg. There, books in these fields are naturally and correctly classified with religion and art.

In Durban at the City Building and the Non-European libraries primitive religion and art are placed in anthropology; thus 572 : 29 and 572 : 7, not just dumped in the general number 572. Added entries are placed in the classified catalogue at the correct expansion of 29 and 7. Standard practice is thus adhered to, as at one place

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in the library all on one subject is together ; in this case the cards in the classified catalogue. At the same time the books are on physical display in the place where they are most likely to be used by the anthropology students.

It can of course be objected that this would not be necessary in some other scheme, say Bliss, as anthropology happens to be weak in Dewey. My answer is that I could find examples of this kind for any scheme, however good.

From classification I move on to the subject of the classified catalogue. I realize that American practice is so widespread in South Africa, that it is somewhat heretical to plead for the classified catalogue. And so I start with a quotation from two American authorities, Wilson and Tauber from their recent book *The university library* <sup>2</sup> :

"Thus librarians are questioning the assumptions of the present type of dictionary catalog . . . Moreover there seems to be no question that the subject catalog has failed to do many of the things librarians have assumed it should do."

It is certainly not a tool that is used with success by the students. Mishoff <sup>3</sup> in 1932 put this point of view even more strongly.

"For 40 years the public has been "educated" . . . and still graduate students and university professors stand helpless (but not speechless) before a battery of catalog trays, confident that the library has a given work, and equally confident of their knowledge of the alphabet, their hope sustained by the assurance, "Seek (long enough) and ye shall find!"

Dr Bradford, the former Librarian of the Science Museum has dealt at length in a number of important papers <sup>4</sup> with the futilities of the alphabetical arrangement of subject headings.

Is the classified catalogue any better than the dictionary ? From my very limited experience I would say yes. At considerable trouble we changed from a dictionary catalogue to a classified one in three of our libraries. It has been worth the work. We find that our students use the subject catalogue to better effect. The reason, I think, is simple. Instead of chasing throughout the alphabet for various specific headings of branches of their subject—usually they have no clue to the headings anyway—they find the main subject and there the sub-divisions follow in some logical order. The classified catalogue must of course be supplied very liberally with guide cards. For example the student finds the section radio-communication at 621.396. Continuing his search along these juxtaposed cards he comes to "wave guides" and there he finds the books he wants although he did not know the subject heading is "wave guides".

There is a specially strong case for a classified catalogue in a bi-lingual country as there is a fine neutrality in arabic numbers or letters of the alphabet.

Actually there are already at least three fair sized libraries in S. Africa using classified catalogues ; the public library in Johannesburg, a special library, the

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C.S.I.R. in Pretoria, and a few university libraries. I should like to suggest that our Association, in its tutorial work and examinations, should give a fairer share to the classified catalogue.

The technical problems of cataloguing should also be related to the provision of formal courses in the use of libraries, especially the bibliographical aids and special sources materials available. This work resolves itself into different levels.

The incoming students need only some orientation and occasional lectures in the first year on the significant journals in the arts and the sciences. In the graduate years broad subject groups are taken separately. We have found that there is enough in common in the natural sciences, economics and sociology, language and literature, history and geography. At the post-graduate or more specialized level a narrower subject approach is essential. This can only be done in a intensive course in the sources and organization of the subject, both its literature and its research structure (learned societies, etc.). To do this adequately the professional library staff must include graduates trained in at least five of the main Dewey subject classes. At the Natal University College this type of course has been given for the last five years to all Final engineering students. In one lecture a week it is possible to provide a background which is of help to them in preparing their theses. It has been found more difficult to persuade other faculties to surrender one lecture period for this purpose. Gradually and sometimes grudgingly, university authorities are being convinced that libraries must provide catalogues, bibliographies, reproduction services and to do these things the staff must be adequate in number and highly qualified both academically and professionally. We have still to persuade our colleagues on the Senate that the library also has a formal teaching function. In this way we can make our contribution towards producing real students rather than merely successful examination candidates.

May I conclude with a concrete suggestion, namely that our Association instruct the Education Committee to consider syllabuses for such courses.

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## INDEXING SOUTH AFRICAN PERIODICALS<sup>1</sup>

J. BLUNDELL BROWN

THE South African Library Association has done me the honour of asking me to prepare a paper to be read before the 1948 Conference and has asked me to speak to you on the indexing of South African Periodicals. An "Index to South African Periodicals" has been compiled annually since 1940, and has proved invaluable in providing information on South African subjects. Every librarian must be aware, however, of the enormous gaps in our bibliographical knowledge which would to some extent be filled if we had a comprehensive index to our periodical literature. The amount of valuable material lying concealed in our early periodicals, information not available in any other form, must be enormous. In 1943 the South African Library Association's Sub-committee on bibliographical projects, commenting on the Index to South African Periodicals before 1940, said "Apart from the Royal Empire Society catalogue, vol. 1, and the incomplete list in Mendelssohn, there is nothing available. Wanted: a classified subject index back to 1824". The ideal arrangement would be for the larger libraries to undertake the compilation of an index to periodicals published prior to 1939, but there is no need to enlarge on the difficulties experienced by our libraries in financial matters and in obtaining trained staffs, difficulties which would make the undertaking of this project an impossibility. Even if trained staff were available, it would be difficult to convince a library committee that this publication was sufficiently important to justify an extra grant. At a recent meeting of the Special Libraries Section in Johannesburg, a paper was read by Miss E. Hartmann on the tasks to be completed in the library profession and one of the undertakings she outlined was the compilation of such an index.

The plans for filling this gap in our bibliographical knowledge are at present very much in the air. The present intention is to begin as soon as possible on the indexing of periodicals published in 1939. When the 1939 volume has been published, we intend to do 1938 and so on working back, rather than start at 1900 and work up to 1939. We have decided on this method because we believe that in general the later volumes are more useful than the earlier. We intend to copy the arrangement at present in use—that is to divide the index into three sections (1) English subject index (2) Afrikaans subject index (3) Author index. This arrangement has proved to be easy to work with and to alter the system now would not be advisable. The periodicals to be indexed will, as far as possible, be the same periodicals as are included in the 1948 index. Twenty-one of the one hundred and twenty-seven publications included in the 1947 index were not being

<sup>1</sup> Paper read at the South African Library Association's Annual Conference in Durban in 1948.



## SOUTH AFRICAN LIBRARIES

published in 1939, but the remaining one hundred and six will be indexed for the 1939 volume in addition to the following publications which ceased publication between 1939 and 1947 and which are included in the 1942 volume :—

Architect, builder and engineer.

Housewives.

Liggaamsopvoeding.

Rassebakens.

South African architect.

South African horticultural journal.

Union of South Africa. Commerce and industry, Dept. of. Official journal.

We intend to include the following which have not been indexed before :—

African roads and transport.

Fluid milk (now South African dairyman).

Fulcrum.

Mountain club of South Africa. Journal.

National travel club quarterly magazine.

Nyasaland agricultural quarterly journal.

Public works of South Africa.

South African biological society. Pamphlets.

South African gardening.

South African journal of medical sciences.

South African pharmaceutical journal.

South African sugar technologists' association. Proceedings.

Union of South Africa. Fuel research institute. Bulletin.

We should be glad to hear of any other publications which ought to be included and which are not listed here. And we should like also to hear the opinion of the Conference on the question whether important periodicals from other African territories, e.g. Uganda journal, Tanganyika notes and queries, Sudan notes and news, Nigeria, etc. should be included. At present overseas publications dealing with Africa are included, and in view of the great scarcity of information on the African territories it would seem that these publications might be a valuable addition to the index.

Entries will be based on the Library of Congress subject headings and Afrikaans headings will conform with those in use in the present index. We intend to include book reviews as is being done at present and indexing will be selective rather than exhaustive.

It has been suggested to us that, in cases where a cumulative index to a periodical has been issued, it will not be necessary to include this periodical in the index. An example of this is the Geological Society of South Africa, which has issued



## INDEXING SOUTH AFRICAN PERIODICALS

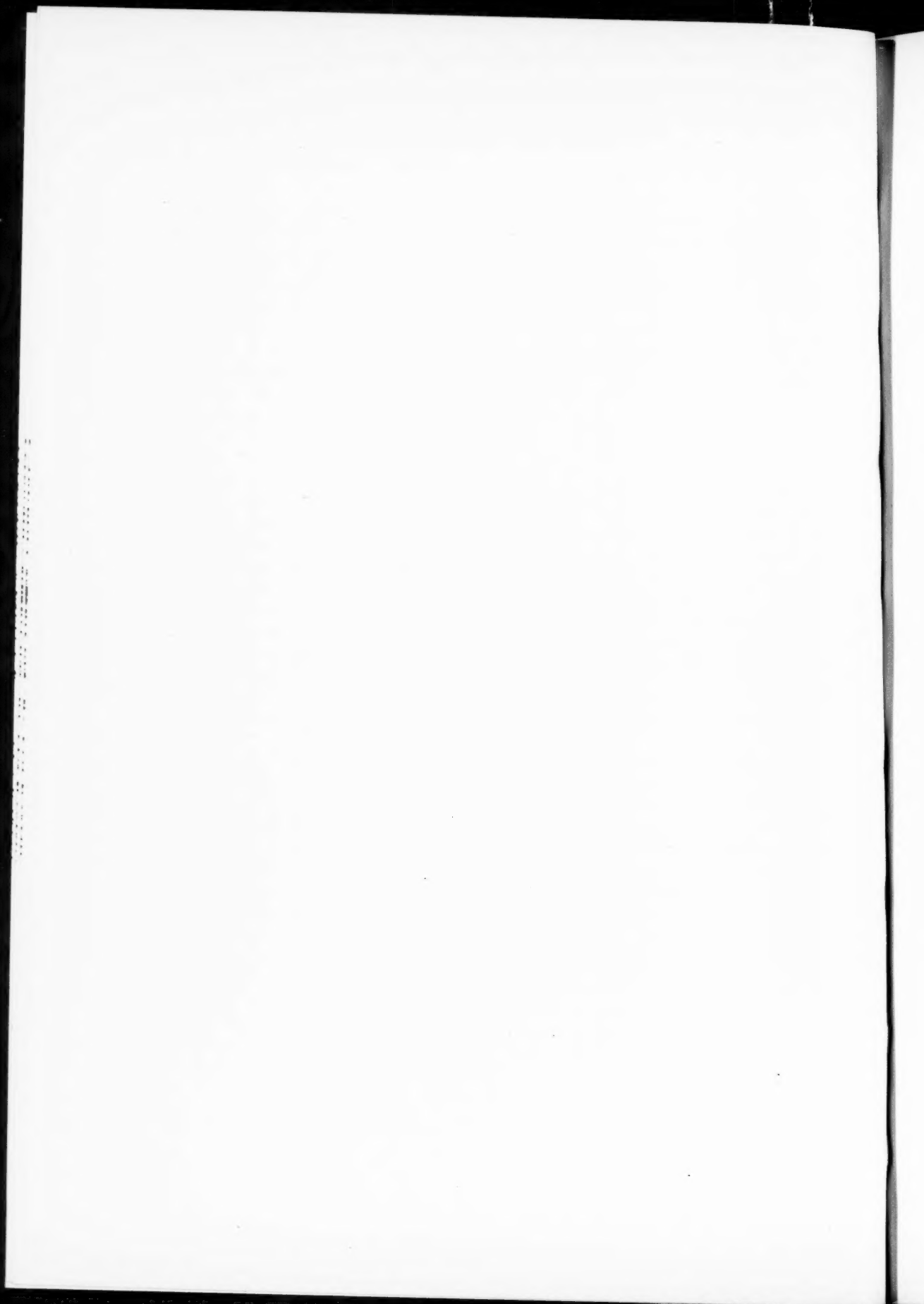
a cumulative index to its transactions and proceedings, and there are believed to be other cases. What does the Conference feel about this? Geological literature has also been indexed in Dr Hall's Bibliography of South African geology and it would appear that periodicals dealing with geology need not be included in the Index to South African periodicals where the years in question are already covered. There are obvious disadvantages here and the question will have to be carefully considered. Dr Nienaber has gathered together the literary articles in the Afrikaans language, but it has been decided to index these again since Dr Nienaber's list does not claim to be comprehensive.

This is a most ambitious scheme and cannot hope to succeed unless we receive help from South African libraries and librarians. When the 1940 to 1944 volumes were indexed the editors listed the institutions which had voluntarily assisted with the indexing and we should now like to appeal for assistance with the 1939 volume. The speed with which this project is likely to proceed depends almost entirely on the number of librarians who come forward to assist us; we are in particular need of Afrikaans speaking or fully bilingual assistants. We propose to ask the Association for a small grant to cover the initial cost of stationery, postage, etc., and later on, when the cost of publication can be roughly estimated, we will approach the National Research Board for a grant to cover this expenditure. In the next few weeks a circular will be sent out to libraries asking for assistance with this work and we hope the response will be enthusiastic.

The post-war period has been a time of activity in every field. I feel sure that the Conference will agree with me that the S.A.L.A. should lose no time in starting on this task.

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In *De Arbeidsvreugde van Een Documentalist*, Bibliotheekleven, 34: 5, 126-128, me 1949, the author analyses briefly some of the mental and spiritual satisfactions of the work of the "documentalist". The subject is fascinating and one that is of particular significance as the recognition of librarianship as a profession increases.



## THE ROYAL SOCIETY'S COPYRIGHT DECLARATION

*Arising out of the Royal Society Scientific Information Conference, at which copyright difficulties as affecting photographic copying by libraries were discussed, the Council of the Royal Society in April of this year considered a measure to improve the dissemination of scientific information through libraries by making the following Declaration regarding copying from its own scientific periodicals:—*

### FAIR COPYING DECLARATION

*Declaration on  
fair dealing in regard to copying  
from scientific periodicals.*

FOR SOME TIME scientists have discussed the problems, created by the Copyright Act, which arise when they wish to obtain reproductions of excerpts from scientific and technical periodical publications. In the normal course of their work, scientists occasionally require for frequent reference, copies of particular papers appearing in scientific periodicals which are not readily available to them. It is assumed that they take all reasonable steps to secure the original journals or separates of papers they require, either from the author or the publisher, but it is recognized that many requirements cannot be met from these sources. We have, therefore, agreed to make the following declaration to ensure that scientists have no undue difficulties in obtaining copies from libraries and other organizations supplying information. This declaration does not apply to books and other non-periodic or non-serial publications.

We will regard it as fair dealing for the purpose of private study or research when a non-profit making organization, such as a library, archives office, museum or information service, owning or handling scientific or technical periodicals published by us makes and delivers a single reproduction of a part of an issue thereof to a person or his agent representing in writing that he desires such reproduction in lieu of a loan or manual transcription and that he requires it solely for the purpose of private study, research, criticism or review, and that he undertakes not to sell or reproduce for publication the copy supplied, provided :

1. The recipient of the copy is given notice that he is liable for infringement of copyright by misuse of the copy, and that it is illegal to use the copy for any further reproduction.
2. The organization making and furnishing the copy does so without profit to itself.

## SOUTH AFRICAN LIBRARIES

3. Proper acknowledgement is given to the publication from which the copy is made.
4. Not more than one copy of any one excerpt shall be furnished to any one person.

The exemption from liability of the library, archives office, museum or information service herein provided shall extend to every officer, agent or employee of such organization in the making and delivery of such reproduction when acting within the scope of his authority of employment. This exemption for the organization itself carries with it a responsibility to see that employees caution those receiving copies against the misuse of material reproduced.

We reserve the right to take action against any person or organization copying or misusing for any purpose whatever the whole or part of a work published by us without abiding by the conditions laid down herein unless the person or organization has our special permission in respect of the item to be copied.

We reserve the right to withdraw this declaration.

Issued by the Royal Society. 14 April 1949.

*The Royal Society invited other Societies and publishers of scientific periodicals in the United Kingdom to subscribe to this Declaration also.*

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## United Nations Depository Libraries

The United Nations Bulletin for 15 March, 1949 contains a note by Dr. Carl H Milam, Director, United Nations Library Services, on "The Depository Library System."

"This great network of depositories has been established by the Library of the United Nations. Proceeding under directive, it has designated a National Library wherever possible. For simplification all are called "depository libraries" although it will be seen that some of them are parliamentary libraries and others are research intitutions specializing in the field of international studies. Many are on an exchange basis.

It is hoped that before long not only each Member nation but every nation in the world will have within its borders at least one depository of United Nations documents."

The list of depository libraries that follows Dr. Milam's note gives the Parliamentary Library, Cape Town, and Suid-Afrikaanse Openbare Biblioteek, Cape Town, as the South African United Nations depository libraries.

## BOOK REVIEWS

**Carnegie** corporation of New York. Report of the officers for the financial year ended September 30, [1948]. New York, Carnegie Corporation, 1949. 84p.

By now, most members will have read the latest annual report of the Carnegie Corporation and will have paid it particular attention (if it is possible to pay more than the usual attention to a Carnegie report) in view of the visit of Mr Whitney H. Shepardson to this country last year. It is widely realized that the Corporation is not tied to a static programme but revises its plans in accordance with world trends and world needs. The way its present programme is tending is best explained in the Report's own words:

"During the two decades prior to the Second World War, a large part of the income of the Corporation was absorbed in support of library development, in exploring and exploiting new resources in adult education and in assisting colleges and universities to make the fine arts a more vital element in the undergraduate curriculum. By 1941, the adult education movement had come of age. The public library was an accepted and prized resource of every sizable American town. The librarians had achieved professional status and the fine arts were firmly imbedded in the undergraduate curriculum. While there were still problems to be solved and experiments to be undertaken in all these fields, a point of diminishing returns apparently had been reached.

"The war forced a virtual suspension of normal philanthropic activities and in its wake came a whole new set of problems for those agencies of education, formal and otherwise, through which the Corporation normally works to achieve its chartered purposes. The main outlines of the post-war program which the officers and Trustees have been developing were clearly sketched in the three presidential Reports prepared since 1944 by Devereux C. Josephs. These Reports urged the need for wider understanding among American adults of the realities of the world situation and of the new responsibilities which victory brought us to, more rapid development and more efficient utilization of the social sciences, greater use of the expert competence which our universities offer, and more effective teaching. Mr Josephs' Reports also reflected the developing conviction of the officers that, so far as the Corporation was concerned, the achievement of these ends might best be sought at this time through the formal educational machinery of the country.

"It is necessary for a foundation to define its goals. It is hard to move even slowly toward their achievement. The latter phase of the operation involves co-operation from many gifted and resourceful people who are in agreement as to the importance of the goals and are willing to combine their talents and energies with the foundation's money for their achievement. Moreover, concentration on a relatively limited set of objectives in the face of enticing opportunities in distant pastures requires a considerable degree of discipline on the part of both officers and Trustees.

"With these facts in mind, the officers have devoted a substantial portion of the past summer to a backward look at activities since October 1, 1945, in an effort to determine to what extent actual appropriations coincided with announced intentions during that period. Such an analysis could not yield, of course, any proof of measured progress toward goals set. That proof must come from other sources and at a much later date. The review has served to establish the fact, however, that from 1945-46 an ever-increasing proportion of Corporation income has been committed to enterprises which hold high promise of creating more adult understanding of interna-

## SUID-AFRIKAANSE BIBLIOTEKE

tional affairs, more effective use of the social sciences, more active communication between our universities and the men in government business who must make decisions of far-reaching importance, and better teaching."

H.M.

**The Hebrew university, Jerusalem : its history and development.** 3rd edition (revised) Jerusalem, Hebrew university, 1948. 216p.

We have received from the Librarian of the Jewish National and University Library this interesting account of the Hebrew University in Jerusalem. South Africans will notice that the Board of Governors included Mr Justice L. Greenberg. The following brief account of the functions of the library may help us to gain a clearer idea of what kind of service is offered :

"The Name of the Jewish National and University Library, which is the largest public institution of its kind in the Middle East, indicates its two-fold function. It is both the National Library of the Jewish people and the Library of the Hebrew University. In both capacities, its services have become more meaningful and its development more a matter of urgency since a great part of the European collections of Jewish books was destroyed by Nazi vandalism.

"As the National Library of the Jewish people, the institution collects books, manuscripts, periodicals and other material reflecting the life and culture of the Jewish people in the past and present and its hopes for the future. Its collections of Hebraica and Judaica are among the largest in the world.

"As the Library of the Hebrew University, it endeavours to collect books in all fields of the humanities and natural science, with particular reference to the subjects of instruction and research in the programme of the University.

"The National and University Library has still another function : to serve as the central library of the Jewish community of Palestine, providing books on agriculture, industry, medicine, education and many other subjects connected with the upbuilding of the Jewish National Home. The facilities offered to the Jewish community are equally at the service of all other sections of the population of Palestine and of foreign visitors.

"As there are no library schools in Palestine, the National and University Library acts as guide and mentor to many of the local libraries, which frequently seek its advice on points of library technique. An intensive course for librarians from Labour Settlements, which was largely attended, was arranged by the Library in 1944.

"Duplicated copies of books are distributed by the Library to schools, hospitals, learned societies and rural libraries. About 25,000 duplicates were distributed in this way in 1946.

"The Mocatta Library of London, the Bibliothèque de l'École Rabbinique of Paris, and other Jewish libraries abroad whose collections were destroyed during the second world war, have been assisted with gifts of books."

H. M.



# AFDELING SPESIALE BIBLIOTHEKE

*S. A. B. V. Suid-Transvaalse Tak*

Deel 3

Julie 1949

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## SPECIAL LIBRARIES IN SOUTH AFRICA

### V. THE CHAMBER OF MINES LIBRARY, JOHANNESBURG

JOYCE BRAWN

THE purpose of this brief paper on the Chamber of Mines Library is to give some idea of its aims and functions, so I shall not start with an historical introduction which would need some considerable research, for, unlike some special libraries which have been started on systematic lines with the setting up of a new organization, this library has grown with the Chamber, which is itself nearly as old as Johannesburg.

It has grown from the basic essentials considered necessary to a Records Department and has been added to by such departments as the Labour Department. Everything donated or dumped on it has been kept, some of it indexed and roughly catalogued and others stowed in some spot where only the Library staff knows of its existence. Thus it has become something of an archives for early records of gold mining and relevant activities and has very complete files of old mining journals and early Johannesburg newspapers. Amongst our museum pieces is even a manuscript Chinese dictionary evidently compiled when Chinese labour was employed on the Mines. However, this role of storehouse for antique treasures (and in some cases useless jumble) is really only incidental to the chief function of the Library, which is primarily to acquire, record and have readily available any material which may be of interest or use to any department of the Chamber. Besides having to produce the right pamphlet, Government Gazette or press cutting at the right moment, we have to bring to the notice of those likely to be interested, anything which they may have missed.

Occasionally the Legal Adviser, Chief Statistician or someone else gets us all busy on some research problem which means much delving amongst our own material and sometimes borrowing from other libraries, whose co-operation we appreciate.

One of our most important duties is to keep up-to-date, by periodic amendments, such tools of reference as Emergency War Measures, Income Tax Acts, Stamp Duties Handbook and all Union Statutes.

## SOUTH AFRICAN LIBRARIES

Another routine job is the entering and circulation of Government Gazettes which are also cut to amend files on Industrial Conciliation, Apprenticeship Regulations and Wage Board Determinations.

One of the most useful functions, in my opinion, is the recording and circulation of technical journals, extracts of which are stencilled every month and distributed to other mining houses and the mine offices, as well as to Chamber staff. This, however, involves a very great amount of time and work in issuing the material and the inevitable writing of reminders to dilatory mines who imagine they are the sole borrowers of a journal for which there may be a long waiting list.

Much of each day is taken up by reading daily newspapers from all over the country and overseas ; we receive three British daily papers and one from Australia. These are cut for any item likely to touch on some aspect of the Chamber's interests, which are very wide ; these cuttings are pasted, circulated and later classified and filed for approximately one year.

Like every library, we have the tasks of classification, cataloguing and accessioning of books and pamphlets, but unlike public libraries, we are responsible for sending these to the departments most likely to be interested, without waiting for their requests.

We have been cataloguing pamphlets, but I want to start a vertical file for the more ephemeral material not worth the time spent on processing it in the conventional way.

Another rather irritating and, I consider, entirely non-library job, is the monthly amendment of the records of all registered companies on cards. As far as I can gather this is more or less a duplicate of the records kept in the Company Registrar's Office in Pretoria. No one knows when or why it was started but everyone opposes the suggestion that we should discontinue to keep it up-to-date, so every month a sheaf of carbon copies arrives with details of changes of address or capital, dissolutions and names of new companies registered. Doubtless the existence of this duplicate set of company records is not widely known since we have about one enquiry in four or six months in return for nearly twenty hours a month spent on them.

Perusal and cutting of newspapers from all over the country involves a good deal of translation of Afrikaans items of interest to the Chamber and these are usually stencilled and circulated.

The Chamber has ramifications so specialized that several branches have gradually built up collections of material specifically connected with their branch of work. Examples are the Social Services Department, the Dust and Ventilation Department, the Timber Research Laboratory, and only this year our Legal Department has organized and classified the fairly large collection of books and periodicals which it is necessary for them to keep on hand.

Another feature of our work, as in any other Library, is the ordering and checking

## SPECIAL LIBRARIES IN SOUTH AFRICA

of accounts for payments made or still outstanding, renewal of subscriptions, etc. It may be interesting to mention, here, that, unlike most libraries, we not only order what we require for our library needs, but also act as the central ordering depot for the needs of all departments, from overseas and local sources, which, as can be imagined, involves a fair amount of correspondence.

In conclusion, I must just say that our Library is appreciated by the staff of the Chamber, and our task is made easier by not being stinted for new equipment.

### VI. THE LIBRARY AT SOUTH AFRICA PULP AND PAPER INDUSTRIES, LIMITED, AT ENSTRA, TRANSVAAL

MARGARET ARGALL

THE Library at South Africa Pulp and Paper Industries is comparatively new and very small. Until the last few years no particular interest or encouragement was shown toward the development of a library, consequently much valuable information required for the manufacture of pulp and paper in South Africa was lost. However, its eventual establishment was inevitable.

We do not claim to have a system that would be recognized by any professionally organized library, but it is one that suits our individual needs. It has taken a long time to organize the Library and, although we are a long way from completion in the re-shuffle, we do manage to track down information we are called upon to supply. At the moment, the Library is made up of some 200 reference books on the manufacture of pulp and paper, chemistry, engineering and forestry. Besides these, we have bibliographies of papermaking, technical and commercial directories, government publications, and a host of others which have proved useful to the industry. We have no specific time limit for the return of books, magazines or catalogues, as the chemists require the literature for research purposes, and the books are therefore returned at their convenience. We do not confine the Library to internal use only. Should we at any time be called upon to co-operate with outside libraries, we are only too willing to do so.

During the month, we receive about 25 journals which are circulated to the various departments concerned, and then returned to the Library for storage and future reference. These journals deal mainly with pulp and paper progress, chemistry and engineering and our main sources of reference to the journals are Industrial Arts Index, Chemical Abstracts and the Library Notes supplied by the Institute of Paper Chemistry. Journals are also received dealing less directly

## SUID-AFRIKAANSE BIBLIOTHEKE

with the factory's activities but with related topics such as agriculture, mining, and generally, industrial interests in the Union.

We have a very large number of trade catalogues and pamphlets, the subjects of which are very varied. The trade catalogues are grouped under subjects, and a comprehensive catalogue including manufacturer and trade names has proved a satisfactory means of cross-reference. Pamphlets are treated in the same manner and are housed in box files. Unfortunately, we have reached a stage where we have become hard pressed for suitable accommodation. It is hoped to remedy this in the near future.

The Library has been extremely fortunate in receiving the full and generous support of the Management as far as new material is concerned. No limit for purchases has been established, which is always a good sign, as it shows recognition, on the part of the Management, of the importance of the library to the success of an industrial undertaking.

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Anyone interested in learning how to read chemical Russian will find "Chemical Russian, Self Taught", by James W. Perry of M.I.T. most helpful. In addition to suggestions for study methods, there are sections on the vocabulary problem, inorganic and organic chemical nomenclature and Russian grammar, also a glossary of Russian technical terms. (Easton, Pa., *Journal of Chemistry*, 1948, 232p. 3.00.)

(Note in *Special Libraries*, November 1948, p.325.)

# AFDELING SKOOL- EN KINDERBIBLIOTEKE

*Suid-Afrikaanse Biblioteekvereniging*

Deel 10

Julie 1949

No. 1

## THE SCHOOLS' DEPARTMENT IN THE PUBLIC LIBRARY

D. M. TURNER<sup>1</sup>

THE discovery that I was down on the programme to speak on "Experiences of a School Library Organizer" came as somewhat of a surprise to me, for I had myself suggested as a topic "The Schools Department in the Public Library". Then too, I am not really an "organizer of school libraries", that dignitary being, to the best of my knowledge, an official of the Education Department, so that it would probably be wiser to stick more or less to my original subject.

The invitation to relate my experiences does, however, offer a splendid opportunity to speak personally and, taking full advantage of this, I shall base my remarks on the only School Department of which I have practical knowledge, namely the School Libraries Scheme run by the Johannesburg Public Library.

At present approximately 22,000 children in 95 European and 14 non-European schools are served by the scheme. The maximum allocation is  $1\frac{1}{2}$  books per child and the greater part of the stock is made up of fiction, though some readable non-fiction is provided, for Junior High Schools particularly. The entire cost of the service is borne by the Municipality and amounts to about £3,000 annually.

Schools joining the scheme are asked to fetch the books allocated to them from time to time, to appoint a librarian to administer the library in the school, to provide proper accommodation for the books and to make good all losses other than fair wear and tear. Further, they are also asked to submit to an annual stock taking, which is done by the Library staff, and to compile circulation and enrolment figures for statistical purposes once a year.

Books are selected by the Children's Librarian, and stocked by the centralized accessions department. Thereafter the work of the Schools Department is done by the staff of the Children's Library—that is by the Children's Librarian with one professional and one general assistant. Briefly this work consists of preparing

<sup>1</sup> Paper read at the South African Library Association's Annual Conference in Durban in 1948



## SOUTH AFRICAN LIBRARIES

books for the shelves, selecting batches for particular schools, stock-taking and despatching books to be rebound.

Each school is visited once a year for a routine stock-taking, when worn out books are removed and a report is made to the principal on the state of his library. These visits are made during term time, two mornings a week being devoted to them and usually two schools are visited in a morning. This makes a pleasant break in the weekly routine and affords the staff an excellent opportunity of getting to know, not only their Johannesburg, but its schools and teachers. In general, relations between the school staffs and the Children's Library are extremely cordial; and we spend many a sociable "break" in school staff rooms where we are regaled with the most surprising fare—tea, coffee, cocoa, milk, soup and even, on one occasion, fricadelles. We are in danger of becoming connoisseurs of the 3d. and 6d. meals provided under the school feeding scheme, and can talk of the Oslo breakfast from personal experience, having once checked books in a school while the Oslo breakfast was being served from the tops of the library cupboards!

A great advantage gained by visiting the schools is the close contact that is established between the individual school and the Library. It is also far easier to give advice on library problems when one has actually seen the conditions under which the library is run. One may in theory be a strong advocate of the central library for schools, but when it is obvious that there is literally no room which could possibly be used as a library, the only practical thing to do is to concentrate on making class room libraries as efficient as possible. I have seen libraries housed in converted cloakrooms—some of them quite well camouflaged, though one in particular is used as cloakroom, library and storehouse for all the cumbersome gymnastic apparatus possible. In another school we found the library cupboard in the "kitchen"—this too had started life as a cloakroom—and we checked books on a hastily cleared table to an accompaniment of rattling dishes and an all pervading smell of soup. Having seen all, in such cases, is surely to forgive all, and if the losses are a bit high—well, the reason is not far to seek.

After the stock-taking visit, replacements must be selected for books withdrawn and also for those lost and paid for. We impose a flat rate of 2/6 for losses, a low figure designed to ensure that even poor schools can afford to pay it, while no one should feel that books may be lost with impunity. The actual selecting of replacements, I find, takes a surprising amount of time, especially as the individual needs of the school are studied wherever possible. For instance "Little Women" would not be given to a boys' school, nor a "Children's Life of Christ" to a school with a predominantly Jewish enrolment.

During the past year we selected 97 batches of books, varying in size from the odd half dozen due to a school which had recently joined the scheme, to over 200 replacing the same number of worn out books, mostly at least 10 years' old, removed from a school which had been a member since the inception of the scheme.



## THE SCHOOLS DEPARTMENT IN THE PUBLIC LIBRARY

Here let me say that my previous training and experience as a teacher are of tremendous value in my present work. In selecting books, either for an individual borrower or for a school, my school-marm summing up of a child's capability and my knowledge of schools, syllabuses and standards are constantly being exercised. As for advising principals and teachers on library problems, my explanation that I was once a teacher and therefore have myself experienced the difficulties and problems of overcrowded time-tables, inadequate accommodation, and worst of all, literally no free time—my fellow feeling in short, immediately makes me an ally, not an outsider butting in to tell a professional how to do his job.

It is surprising how often our advice is asked for, and how many opportunities arise for suggesting improvements in methods, in accommodating books, or in case of the more fortunate schools, in equipping library rooms. A good deal of advice is given at stock-taking visits, and an increasing number of teachers are coming in to the Library to discuss their problems.

The training of teacher librarians is being dealt with by Miss Sender to-night; but in passing I should mention perhaps that all Johannesburg students who have taken the course in librarianship have attended lectures given by the Public Library staff.

An offshoot of our Schools Department in a way is the School and Children's Library Section of the Southern Transvaal Branch of this Association. At the Section meetings librarians, teachers and senior pupils of high schools get together in a variety of ways. Symposia and a quiz have been held and practical talks on such subjects as "Reference books and how to use them" and "Cataloguing of school libraries" have been given. A regular feature is the reviewing of worthwhile children's books.

Close co-operation between the Schools Department and the Transvaal Education Department's newly appointed Supervisor of School and College Libraries is being fostered and numerous consultations have been held to ensure that schools will not be confused by conflicting advice from the two sources. As a result of discussions with the Supervisor and with teachers, and partly on the strength of the popularity of the book reviews given at every meeting of the Section, we have recently embarked on a course of lectures for teachers on books suitable for school librarians. All the junior primary and junior high schools were circularized and their response has been most encouraging. Some 80 teachers replied (though some of them stated that the times suggested were not convenient) and the average attendance so far has been over 40. This course was in part modelled on a similar course run by the Library in 1940, and if the teachers attending these lectures derive as much enjoyment and benefit from them as I did from that earlier course, I shall be more than satisfied.

The interest shown in this course is only one indication that teachers, as well

## SUID-AFRIKAANSE BIBLIOTHEKE

as the Education Department itself, are becoming increasingly conscious of the value of a good library in every school. Conditions are definitely improving in many ways, but it seems to me that there has been, as yet, no attempt to deal with what is, in my opinion, one of the greatest problems in school library work. Grants have been made to aid schools in purchasing books—it looks as though new schools will in future be given properly equipped library rooms, while many old schools are finding it possible to get spare classrooms, cloakrooms or stock-rooms properly converted, or at least shelved to serve as makeshift libraries. *But* the unfortunate teacher has not yet been considered and he still lacks the necessary time in which to issue library books, let alone to tackle the routine jobs, the stocking and cataloguing of his books.

The essentials of a library are three—a good stock of books, suitable accommodation for them and, to my mind almost most important, an enthusiastic librarian with, if possible, some training and certainly some time to spend on library work. In high and junior high schools, where subject teaching is done, and all teachers have a certain number of free periods, it should be a comparatively simple matter to organize the time table in such a way that the school librarian takes library periods as part of his teaching duties, while his enthusiasm will probably lead to his spending at least some of his free periods on library work. I am concerned, deeply concerned, with the plight of the primary school where usually each teacher is responsible for his own class and teaches full time, often without a single free half hour in the week. Here there seem to be two alternatives. The first is to allow each teacher to supervise his own class in the library period, a course which answers well when all members of the staff are library enthusiasts who know their library books as well as they know their pupils. Unfortunately this is not often the case and where the teacher happens to be, let us say an arithmetic enthusiast, the library period is often skipped in favour of a test on vulgar fractions or proportion! The alternative is for the unfortunate librarian to do all the work either before or after school or during recess—an imposition on his own free time and good nature if not worse—and unsatisfactory from the pupils' point of view as books are chosen, if at all, in a tearing hurry, and the atmosphere of a library is completely lacking. In practice this alternative means that the child who would read in any case is the one who patronizes the library, while the reluctant reader who should benefit most from a good library shuns this makeshift altogether.

The more I see of school libraries, the more obvious it becomes to me that this is the problem we need to tackle. More money for books and better accommodation for libraries will come—they are coming. The crying need is for librarians and for time on their time-tables for library work, and in primary schools this can only be achieved by the provision of an extra teaching member on the staff.

## BOEKE ONTVANG

**Transvaal. Onderwysdepartement.** Wenke vir die skoolbiblioteek/suggestions for the school library ; [saamgestel deur Mevr. E. C. de Wet, Opsienster van Skoolbiblioteke]. Pretoria, Staatsdrukker, 1948. 49 bl. papieromslag. Illus. In Afrikaans en Engels. Verkrygbaar van Die Transvaalse Onderwysdepartement, Posbus 432, Pretoria. Vgl. S. Afr. Bibl. 16 (2) Okt. 1948.

Met hierdie *Wenke* het die Opsienster van Skoolbiblioteke in Transvaal daadwerklik opgetree om eg praktiese voorligting, sonder ballas van toeretiese uitwydings, te gee aan al die onderwysers wat, meestal in hul vry tyd en sonder leiding of ondervinding, die verantwoordelikheid vir die beheer van skoolbiblioteke dra. "Soos op soveel ander gebiede lyk sistematiese metodes miskien hier ook vir die oningewyde onnodig ingewikkeld, maar die toepassing daarvan bring op die lang duur nie alleen 'n oneindige besparing van tyd en arbeid mee nie, maar ook die versekering dat die skoolbiblioteek aan sy roeping in die opvoeding beantwoord."

Al die essensiële vertakings van biblioteekbeheer word kort en bondig behandel: Dei Biblioteeklokaal, Toerusting en Skryf-behoeftes ; Keuring van die Boekevoorraad ; Voorbereiding van Nuwe Boeke ; Klassifikasie, Katalogisering en Uitleenstelsel ; Voorraadopname. Daarbenewens kry ons kort paragrawe oor Die Biblioteekperiode, Biblioteekreëls, Statistieke, Die Tydskrifrekord, en Die Prentversameling. Alles word mooi duidelik gemaak met behulp van veelvuldige sketse en voorbeelde van toerusting, vorms, ens.

As Departementele uitgawe word die werkie aan alle skole in die Transvaal gestuur, en dit sal seker baie onderwysers se oë oopmaak vir wat met deskundige biblioteekbeheer beoog word, en hoe die doelstellings bereik word.

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